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ABSTRACT

This teacher's guide and student guides on world geography skills and regions are part of a series of supplementary curriculum packages of alternative methods and activities designed to meet the needs of Florida secondary students with mild disabilities or other special learning needs. Content is based on the Florida Curriculum Frameworks and correlates to the Sunshine State Standards. These PASS (Parallel Alternative Strategies for Students) guides in world geography skills present 10 units. The teacher's guide usually provides an overview, some suggested activities, a unit quiz, and answer keys for all written activities for each unit in the student guides. A suggested scope and sequence chart is also provided. The following 10 units are included in the teacher's guide and 2 student guides, "World Geography: Skills," covering units 1-3, and "World Geography Regions," covering units 4-10: (1) "Introduction to World Geography"; (2) "Locating Places"; (3) "Living on Earth"; (4) "Latin America"; (5) "North Africa and Southwest Asia"; (6) "Africa South of the Sahara"; (7) "Asia and Australia"; (8) "The Former Soviet Union"; (9) "Europe"; and (10) "The United States and Canada." Appended in the teacher's guide are the Sunshine State Standards for geography, unit generalizations, and a multimedia bibliography. The student guides/workbooks each contain vocabulary lists, explanations of content, and

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practice exercises designed to evaluation comprehension. (Contains 30 references.)

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World Geography: Skills and Regions.
Teacher's Guide [and Student Guides].
Parallel Alternative Strategies for Students (PASS).

Mary C. Calhoun, Jeren Goldstein, Sylvia B. Walford, and Betsy Purdum

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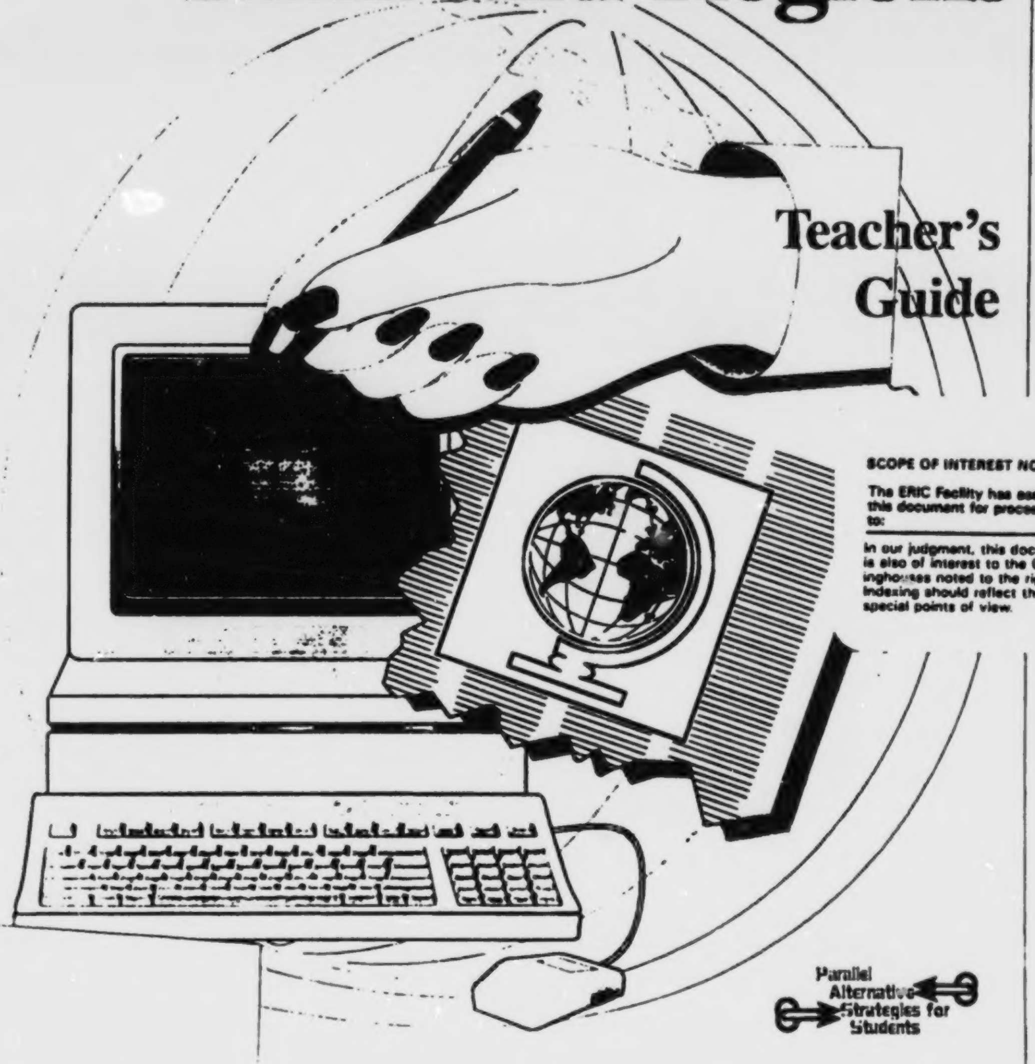
Teacher's Guide



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World Geography: Skills and Regions

Teacher's Guide

Bureau of Instructional Support and Community Services
Division of Public Schools and Community Education
Florida Department of Education

Reprinted 2001

This product was developed by Leon County Schools, Exceptional Student Education Department, through the Curriculum Improvement Project, funded by the State of Florida, Department of Education, Division of Public Schools, Bureau of Student Services and Exceptional Education, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

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World Geography: Skills and Regions

Teacher's Guide

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Foreword

Parallel Alternative Strategies for Students (PASS) books are content-centered packages of alternative materials and activities designed to assist secondary teachers to meet the needs of students of various achievement levels in the basic education content courses. Each *PASS* offers teachers supplementary activities and strategies to assist certain exceptional students and low-achieving students in the attainment of the intended outcomes of a specific course.

The alternative methods and activities found in the *PASS* materials have been adapted to meet the needs of students who have mild disabilities and are mainstreamed in content classes. The *PASS* materials provide basic education teachers with a modified approach for presenting the course content that may be useful with these students and other students who have learning or behavior problems. The *PASS* materials also provide the exceptional education teacher who is teaching subject area courses with curriculum materials designed for these exceptional education students.

Students with learning or behavior problems often require alternative methods of presentation and evaluation of important content. The content in *PASS* differs from the standard textbooks and workbooks in several ways: simplified text; smaller units of study; reduced vocabulary level; increased frequency of drill and practice; shorter reading assignments; clearer and more concise directions; less cluttered format; and the presentation of skills in small, sequential steps.

As material to augment the curriculum for exceptional students and other low-achieving students, *PASS* may be used in a variety of ways. For example, some infusion strategies for incorporating this text into the existing program are as follows:

- additional resource to the basic text
- pre-teaching tool (advance organizer)
- post-teaching tool (review)
- alternative homework assignment
- alternate to a book report
- extra credit
- make-up work
- outside assignment
- individual contract
- self-help modules
- independent activity for drill and practice
- general resource material for small or large groups
- assessment of student learning.

The initial work on *PASS* materials was done in Florida through Project IMPRESS, an Education of the Handicapped Act (EHA), Part B, project funded to Leon County Schools from 1981–1984. Four sets of modified content materials called *Parallel Alternate Curriculum* (*PAC*) were disseminated as parts two through five of *A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students, Volume V-F: An Interactive Model Program for Exceptional Secondary Students* (IMPRESS). Project IMPRESS patterned the *PACs* after the curriculum materials developed at the Child Service Demonstration Center at Arizona State University in cooperation with Mesa, Arizona, Public Schools.

A series of nineteen *PASS* volumes was developed by teams of regular and special educators from Florida school districts who volunteered to participate in the EHA, Part B, Special Project, Improvement of Secondary Curriculum for Exceptional Students. This project was funded by the Florida Department of Education, Bureau of Student Services and Exceptional Education, to Leon County Schools during the 1984 through 1988 school years. Basic education subject area teachers and exceptional education teachers worked cooperatively to write, pilot, review, and validate the curriculum packages developed for the selected courses.

Continuation efforts have been maintained through the Curriculum Improvement Project. Beginning in 1989, the Curriculum Improvement Project contracted with Evaluation Systems Design, Inc., to design a revision process for the nineteen *PASS* volumes. First, a statewide survey was disseminated to teachers and administrators in the sixty-seven school districts to assess the use of and satisfaction with the *PASS* volumes. Teams of experts in instructional design and teachers in the content area and in exceptional education then carefully reviewed and revised each *PASS* volume according to the instructional design principles recommended in the recent research literature.

Neither the content nor the activities are intended to be a comprehensive presentation of any course. These *PASS* materials, designed to supplement textbooks and other instructional materials, should *not* be used alone. Instead, they should serve as a stimulus for the teacher to design alternative strategies for teaching the student performance standards to the mastery level to the diverse population in a high school class.

PASS provides some of the print modifications necessary for students with special needs to have successful classroom experiences. To increase student learning, these materials must be supplemented with additional resources that offer visual and auditory stimuli, including computer software, videotapes, audiotapes, and laser videodiscs.

User's Guide

The *World Geography: Skills and World Geography: Regions PASS* books are designed as combination supplementary texts and workbooks for course number 2103300. This *PASS* is divided into 10 units of study. Three of the student units are in the *World Geography: Skills* volume, and seven are in the *World Geography: Regions* volume. This Teacher's Guide accompanies both of the volumes.

Each student unit begins with an alphabetized list of important terms entitled "Remember." The vocabulary terms may be pre-taught or introduced concurrent with the introduction of the concepts. For emphasis and quick recognition, each vocabulary term appears in boldfaced type the first time it is used in the unit text. The terms are reinforced through the "Record," "Review," and "Replay" practice activities. The "Reflect" practice activity asks students to use higher-order thinking skills and review the information presented in each unit.

The content information is presented in the student book in sections entitled "Read." Practice pages, or "Records," at the end of each section in the units provide opportunities for reinforcement of concepts and recall of facts and special terms. These student materials may be reproduced for classroom use.

Concept-oriented graphics have been used extensively to assist the students. These visual cues are motivational and create interest and promote learning. Consistent formatting and easy-to-follow directions build student confidence and promote success.

Each unit in this Teacher's Guide contains an overview, suggested activities for teaching, a unit quiz—"Recall"—and answer keys for all written activities. A suggested scope and sequence chart for instruction appears on the following page.

The Sunshine State Standards: Social Studies, 1996 Strand B: People, Places, and Environments (geography) standards, benchmarks, and sample performance descriptions are included in Appendix A. In addition, the major generalizations for each unit are listed in Appendix B. Other resources must be used to teach concepts not covered in sufficient depth in this text.

No one text can adequately meet all the needs of all students. This *PASS* is no exception. The reading level will be too high for some students and too low for others. The concepts presented will be too complex for some students and too simple for others. It is recommended that teachers use *PASS* with other instructional strategies to aid comprehension and provide reinforcement.

It is expected that the curriculum will be enriched with films, videotapes, computer activities, and, possibly, field trips. A Multimedia Bibliography of resources is provided in Appendix C, including the sources for ordering these materials. References used in the development of these two *PASS* volumes are listed in Appendix D.

The teacher-developed materials contained herein combined with other carefully selected resources and effective teaching strategies provide a good foundation for teaching the world geography course to exceptional students and other students with learning problems.

Scope and Sequence

1. Introduce the unit.	Determine students' prior knowledge. Give advance organizers to *preview* concepts.
2. Present concepts.	State and clarify the concepts to be learned. Assign the content pages in **Read** in sections by headings.
3. Create interest or motivation.	Make the new concepts relevant to the students' experiences.
4. Introduce the vocabulary.	Assign the unit vocabulary for the students to study. At the end of the unit use **Review** and **Replay** to assess retention.
5. Provide practice.	**Assign Record**—Short Answer, Fill in the Blanks, Identification, True or False, Matching, Multiple Choice, and Completion—activities.
6. Reinforce.	Promote individual performance within a group, such as independent thinking and goal-setting.
7. Enrich.	Use the **Suggested Activities** and your own activities for enrichment. Exs.—computer, laser videodisc, current events, films, etc.
8. Summarize and review.	Provide discussion opportunities and question/answer sessions on the content material. Read **Recap** and complete **Reflect**.
9. Evaluate.	Assign **Recall** found in the *Teacher's Guide*.

10. Reflect.

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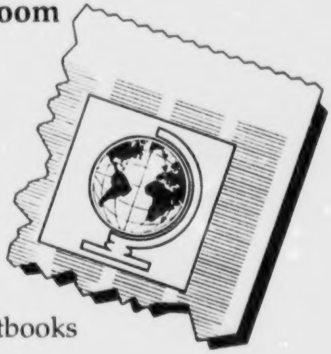
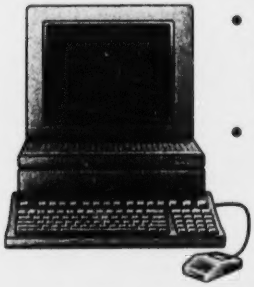
Introducing *World Geography: Skills* and *World Geography: Regions*

Suggested Course Materials for Classroom



- several types of atlases
- large globes
- reproducible outline maps
- large assortment of maps that show different projections, symbols, etc.
- assortment of geography textbooks
- *National Geographic* magazines
- computers and computer software



Suggested Activities Adaptable to All Units

The Suggested Activities listed throughout the Teacher's Guide are addressed directly to students to facilitate use. Suggestions to teachers within activities have been placed between brackets [ ].

Keep News Journals. Describe news items about international events or events occurring within the region being studied. [Provide a printed outline for the students to follow.] Contents of news journals may include a summary of the news items based on the five W's (Who? What? Where? When? How? and Why?); a short recap of the news items identifying significant people, places, or events; and a concluding paragraph explaining why this news was important, how it will affect the earth or the people, what you learned, and your response to the events. The teacher and peers may evaluate completeness, accuracy, and neatness.

Create Bulletin Boards. Collect pictures and important news items from a particular region of the world, and group them according to a main theme or focus. Post them in an assigned space on the bulletin board. [Current events quizzes based on information displayed and discussed from the bulletin boards could be given periodically.]

Stage a Festival. Plan and celebrate a culture festival. Include costumes, food, and music as a culminating activity for each world region.

Develop a Travel Portfolio. Plan a two-week vacation trip to a destination of your choice within the region being studied. [Provide an outline of topics and information that the students should include in the portfolio. Possibilities include the following:

Location—relative and absolute; itinerary (method of travel, time, costs)

Geography—climate (temperature, precipitation), landforms, and geographical features

Economics—livelihoods, major goods produced, GNP, income per capita, standard of living, exports and imports

Political System—form of government, political leaders and parties, current events

Culture—language, homes, literacy rate, clothing, recreation and leisure, health.]

Produce Travel Brochures. Create travel brochures for the Chamber of Commerce or travel agency that depict important features and identify highlights of a certain region or location.

Experience Art and Music. Display work of the country's major artists during the study. Tape record selections from a specific culture to listen to in class. Learn folk songs and dramatize customs.

Write Creatively. Write a story that takes place in the region. The story should incorporate descriptions of landforms, homes, lifestyles, customs, etc.

Utilize Existing Technology. Use the available related software and the classroom computers for skill practice. Surf the Internet for additional information on the regions of the world. (See addresses in Appendix B of *World Geography: Regions*.)

Develop a Conceptual Overview. Use the following chart, "The Four Basic Social Science Concepts," to develop a conceptual overview for studying each region.

Four Basic Social Science Concepts

In the chart below are four basic social science concepts with a simple definition and some possible questions to help you gather data for each concept.

The Four Basic Social Science Concepts

Economic System: *The study of how people use their resources to make a living.*

1. What are the resources (natural, human, technological)? ____________________
2. What goods are produced? ____________________
3. How are goods produced? ____________________
4. Who gets the goods (distribution)? ____________________

Political System: *The way people govern themselves.*

1. Who are the leaders? ____________________
2. How are they chosen? ____________________
3. What are the branches of the government and what are their responsibilities? ____________________
4. What rights do the citizens have? ____________________

Social and Cultural System: *The way people live their everyday lives.*

1. Describe the typical family. ____________________
2. What are the major religions and their main ideas? ____________________
3. What is the most common language? ____________________
4. What games, art, and music do the people enjoy? ____________________

Geography and Natural Environment: *The study of the earth's surface.*

1. What is the absolute and relative location? ____________________
2. What are the landforms? ____________________
3. What is the climate? ____________________
4. What is the common vegetation? ____________________

Unit 1: Introduction to World Geography

Overview

The subject of *geography* is the study of the surface of the earth, including the way people have adapted to their environment and to one another. Whereas history focuses on "time," geography focuses on "place." It is the study of the *landforms*, water bodies, and *climate* on the earth. It is also the study of the way people make use of the earth's surface and how people change a place to suit their needs.

Geographers analyze the present condition of Earth. The results can help us understand how to make the healthiest use of Earth. Geographers also use their studies to predict future changes on Earth. By "seeing" into the future, we can prepare for those changes and protect the health of the planet. The people on Earth can only be healthy if the planet is healthy.

From the moment of its origin, the planet has constantly been changing. *Plate tectonics* explains the creation of Earth's six continents and its great mountain ranges and valleys. Throughout time the face of the earth has been shaped and reshaped by wind, rain, and ice. These forces both beneath and on the surface continue to shape the earth and to make it a planet of great geographic variety.

Suggested Activities

Demonstrate Planetary Shape. Use available globes to demonstrate and explain the spherical shape of Earth and other planets.

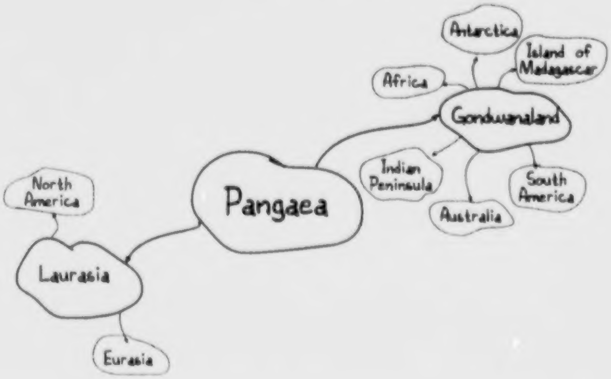
Prepare and Exhibit Models. Use inflated balloons of different sizes or make papier maché models to show the sun and the planets in our solar system. Label each balloon and suspend them from the ceiling to replicate the solar system.

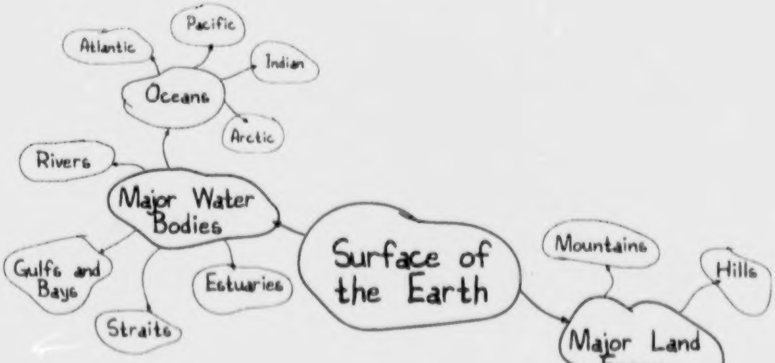
Shape Modeling Clay to Scale. Use colored modeling clay to make scale models of Pangaea and the present-day location of Earth's continents and oceans.

Create an Imaginary Continent. Draw or mold from clay an imaginary continent that contains a variety of landforms and water bodies. Use different colors to represent different land elevations—i.e., lowlands: green; hills: light green; plateaus: yellow; and mountains: brown. Name and label each country, mountain range, plateau, peninsula, and water body.

Display Landforms. Use magazines as a source for pictures to mount on posterboard to display illustrations of various landforms. Label each illustration.

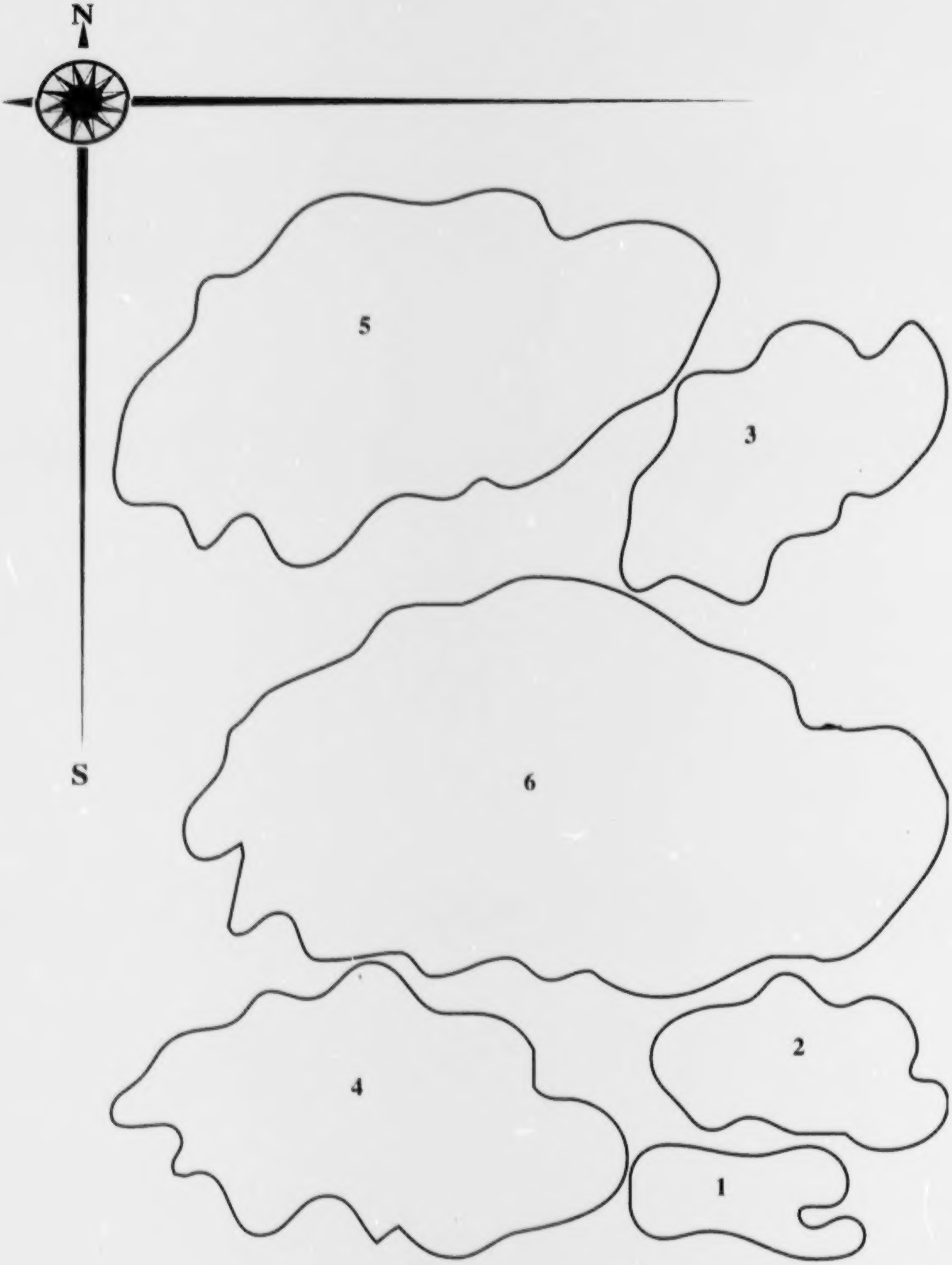
Draw Mind Maps. Read sections of content in Unit 1 and graphically illustrate main ideas and related facts. A mind map is an outline in picture form and can be an aid for remembering important ideas. See examples below.


Antarctica
Island of Madagascar
Africa
Gondwanaland
Indian Peninsula
South America
Australia
North America
Pangaea
Laurasia
Eurasia


Pacific
Atlantic
Indian
Oceans
Arctic
Rivers
Major Water Bodies
Surface of the Earth
Mountains
Hills
Gulfs and Bays
Estuaries
Straits
Major Land Forms
Plains
Plateaus

Make a Contour Map. Materials needed: scissors, crayons, glue, and thick cardboard.

Use the patterns on the following page to cut out shapes from thick cardboard. Color each piece in the set according to the standard color code given above [see Create an Imaginary Continent]. Stack and glue shapes on top of each other, lowest number on bottom to highest number on top (large to small shape). Glue completed stack on a sheet of cardstock. Add extra touches (e.g., show rivers and waterfalls flowing down from the highlands). Exhibit the completed contour maps.


N
5
3
S
6
2
4
1

Discussion Questions:

a. How do we know what the earth looks like?

b. What are some reasons for showing the contours of Earth's surface?

c. What are some methods used to determine the earth's contours? (Examples: aerial photography, satellites.)

d. What are some advantages to knowing what the earth looks like?

e. What kinds of skills/jobs are associated with mapping the earth's surface?

Map the Ocean Floor. Materials needed: large glass container similar to an aquarium; food coloring; string; heavy object to attach to the end of string; different sized blocks or objects to replicate the unevenness of the ocean floor; sheet of paper that is the same width and length as the container.

Place different sized blocks or objects on the bottom of an aquarium or similar container to create a very uneven "ocean floor." Fill the aquarium with water. Use food coloring to create dark colored water. Mark inches on string and develop a scale (e.g., 1 inch = 100 feet). Weight the end of the string and drop it into the water and let it settle on the "ocean floor." Then "sound" out or measure the different depths in the container by measuring the length of the submersed or wet string. Record the depths in the corresponding section of a sheet of paper that is the same size as the bottom of the container. As you sound across the "ocean floor," draw a picture of it based on your measurements.

Discussion Questions:

a. What are some old and new methods for charting the ocean floor?

b. What would the earth look like if there were no water in the oceans?

c. Why map the ocean floor?

d. What do you learn by studying the shapes and depths of the ocean floor?

e. How can this information be used to illustrate past changes and predict future changes on Earth?

f. How can humans take advantage of this knowledge?

g. What skills/jobs are associated with mapping the ocean floor?

Learn from Guest Speakers. Listen to guest speakers, including representatives from agencies such as the city planning department, State Department of Natural Resources or Environmental Protection Agency. Ask speakers to discuss past and present local and/or state land use. Draw conclusions about the effect of human use of natural resources and the need for land, water, and air conservation.

Investigate Local Land Use. Investigate land use at a selected site near the school or within the city/county. Interview older people who have observed changes in the site. Either videotape, tape record, or write down their memories about the site. Try to obtain photos of the site before, during, and after major development has taken place. Discuss effects of changes and draw conclusions about land use.

Compare Maps. Obtain old and new maps, and contact the U.S. Geological Survey for maps from previous and present years to study the changes in the area. Learn how the city/county has expanded or reshaped its boundaries over time.

Order and Present Photos and Postcards. Organize a collection of photographs or postcards from places you have visited. Order them and label each one so that your presentation tells as much geography as possible. Present the information to the class. Provide a map that is marked to indicate where the photos or postcard pictures were taken.

Create an Imaginary Vacation. Imagine that you are taking your "dream" vacation. Make a poster using pictures you gather from magazines or travel brochures. Attach a map. Write a visual description of the places you want to visit. Present your poster to the class. Answer the questions below about your vacation site.

Discussion Questions:

a. Where is the site? (In which country or continent? At what latitude and longitude?)

b. What are the landforms? (Are there hills or mountains, or is it flat? Are there coastal lands near the ocean? Are there rivers or lakes?)

c. Is the local weather hot, cold, or moderate (neither hot nor cold)?

d. Is the place rainy, very dry, or a combination of the two?

e. What kind of clothes should you take with you?

Recall

Matching

Match the **term** *in the left-hand column with its* **definition** *in the right-hand column. Write the correct letter on each line.*

	Term	**Definition**
_____	1. solar system	A. a large landmass
_____	2. sphere	B. a drawing of the earth or part of the earth on a flat surface
_____	3. culture	C. individual shapes or features on the earth's surface
_____	4. map	D. a scientist who studies places on the surface of the earth
_____	5. geography	E. a round object
_____	6. globe	F. the sun and the nine planets that orbit around it
_____	7. legend	G. shifting of the earth's foundation or plates, causing landmasses to break apart and collide
_____	8. geographer	H. a miniature model of Earth
_____	9. continent	I. a supercontinent that existed over 200 million years ago
_____	10. Pangaea	J. explanation of the symbols used on a map
_____	11. landforms	K. the study of places on the surface of the earth, including the way people have adapted to their environments and to one another
_____	12. plate tectonics	L. the way of life of a people

Multiple Choice

Circle the letter of each correct answer.

13. The main job of a geographer is to ___________ .
    - a. tell people where to take vacations
    - b. decide where cities should be built
    - c. gather information about the earth's land, water, air, and people

14. Physical geographers study ___________ .
    - a. people and their relationship to one another and to Earth
    - b. natural features and events on the earth's surface
    - c. the possibility of nuclear energy satisfying all our energy needs

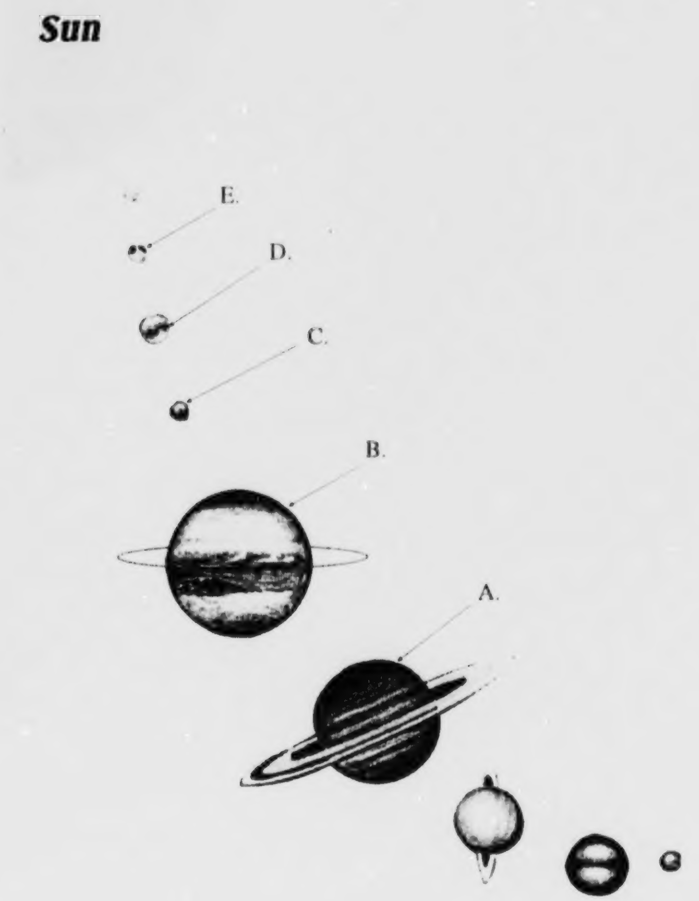
15. All of the planets of the solar system ___________ .
    - a. have the same size and shape
    - b. travel at the same rate of speed
    - c. revolve in different paths around the sun

16. Whereas history focuses on time, geography focuses on ___________ .
    - a. the Equator
    - b. place
    - c. the North Pole and the South Pole

17. Studying geography can help us learn all of the following except ___________ .
    - a. which locations are best suited for particular climates
    - b. which ways of life are best suited for particular climates
    - c. which consumer products offer us the best value

Identification

Identify the planets in the illustration below. Write the correct letter of each planet beside its name.



_____ 18. Venus

_____ 19. Earth

_____ 20. Jupiter

_____ 21. Mars

_____ 22. Saturn

Fill in the Blanks

Use the word list to complete the statements below. Write the correct answer on each line.

archipelago
strait
peninsula
legend
plateau
continent
estuary
orbit

23. A(n) ______________________ is a narrow body of water that connects two larger bodies of water.

24. A large mass of land is a ______________________ .

25. A group, or long chain, of islands is referred to as a(n) ______________________ .

26. A(n) ______________________ is a piece of land that is bordered on three sides by water.

27. A ______________________ is a flat-topped, elevated land that rises above the surrounding land.

28. A(n) ______________________ is a place where a river meets the ocean.

29. The purpose of a(n) ______________________ is to explain the symbols on a map.

30. The nine planets of the solar system move in a path, or ______________________ , around the sun.

Multiple Choice

Circle the letter of the correct answer.

31. All of the following are present-day continents on Earth *except* __________ .

    a. Asia
    b. Pangaea
    c. Antarctica

32. Most of the earth's surface is covered by __________ .

    a. landmasses
    b. volcanoes
    c. water

33. Over millions of years, the earth's surface has __________ .

    a. remained exactly the same
    b. undergone great change
    c. has experienced few natural disturbances

34. The process of plate tectonics has resulted in __________ .

    a. a shifting of the earth's landmasses
    b. four major ice ages
    c. an increase in ocean waters

35. Maps of Africa show regions called *rifts*. These rifts indicate that __________ .

    a. there are deposits of mud at the mouth of Africa's rivers
    b. there are no mountains in Africa
    c. parts of Africa are breaking apart

36. There are __________ major continents, or landmasses, on Earth today.

    a. six
    b. seven
    c. four

37. Although the ocean is actually one gigantic body of water, we have artificially divided the ocean into __________ smaller bodies of water.

    a. three
    b. eight
    c. four

38. All of the following are continents except __________ .

    a. Eurasia
    b. India
    c. Africa

39. All of the following are oceans except the __________ .

    a. Atlantic Ocean
    b. Australian Ocean
    c. Arctic Ocean

40. When we describe the *landscape* of an area, we are describing __________ .

    a. only bodies of water in an area
    b. single features of an area
    c. the total appearance of an area

Keys

Identification (p. 9)

1. Mercury
2. Venus
3. Earth
4. Mars
5. Jupiter
6. Saturn
7. Uranus
8. Neptune
9. Pluto

Mapping (pp. 12-14)

Correct answers will be determined by the teacher.

Short Answer (p. 12)

1. Africa
2. India
3. South America, North America
4. Eurasia
5. Eurasia, Africa, and South America

Mapping (p. 15)

Correct answers will be determined by the teacher.

Identification (p. 18)

1. water body
2. landform
3. water body
4. landform
5. water body
6. landform
7. landform
8. water body
9. landform
10. landform
11. landform
12. water body
13. landform
14. water body
15. landform
16. water body

Fill in the Blanks (p. 19)

1. isthmus
2. tributaries
3. peninsula
4. estuary
5. plateau
6. archipelagos

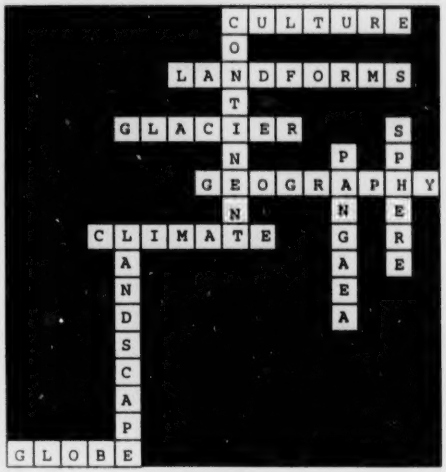
Mapping (p. 20)

Correct answers will be determined by the teacher.

Identification (p. 22)

1. ice ages
2. rift
3. geographer
4. map
5. plate tectonics
6. solar system
7. cultural geographer
8. physical geographer
9. legend

Solve (pp. 23-24)



Keys

Recall (pp. 13-18 TG)

Matching

1. F.
2. E.
3. L.
4. B.
5. K.
6. H.
7. J.
8. D.
9. A.
10. I.
11. C.
12. G.

Multiple Choice

13. c.
14. b.
15. c.
16. b.
17. c.

Identification

18. E.
19. D.
20. B.
21. C.
22. A.

Fill in the Blanks

23. strait
24. continent
25. archipelago
26. peninsula
27. plateau
28. estuary
29. legend
30. orbit

Multiple Choice

31. b.
32. c.
33. b.
34. a.
35. c.
36. a.
37. c.
38. b.
39. b.
40. c.

Unit 2: Locating Places

Overview

Once geographers have gathered information about the earth's surface, they need to make their results available to others. They use globes and maps to show the location of any place on the earth.

Globes are *scale* models of Earth. They shrink the earth into a small sphere that can be used in a classroom. Maps are representations, or drawings, of the earth on a flat piece of paper. However, because a map is an attempt to show the spherical world on a flat surface, it always distorts some feature of the earth.

To locate a place, we can use two different kinds of directions. *Relative location* describes a place by using a landmark. *Absolute location* describes a place by using a *grid* system. One very useful grid system uses lines of *longitude* and *latitude*. Lines of longitude run north and south on a globe or map and measure distances east and west of the *prime meridian*. Lines of latitude run east and west and measure distances north and south of the *Equator*.

Through the agreement of all countries on the earth, we have developed *time zones*. Beginning at the prime meridian, the earth was divided into 24 time zones. Each time zone is one hour ahead of the time zone to its west, and one hour behind the time zone to its east. The continental United States has four time zones. East of the Apalachicola River, Florida is in the Eastern time zone, and the area west of the river is in the Central time zone.

Suggested Activities

Describe Locations. Describe the relative location of your home using a large landmark in your town or city.

Describe the relative location of your home using your school as a landmark.

Describe the relative location of your favorite shopping mall using your home as a landmark.

Accurately place a pin with a flag showing the school symbol on a city or county map. Use pin flags to locate your home on a city or county map. Write directions to your home from school. Discuss *relative* and *absolute location*. Make pin flags to show favorite theaters, restaurants, malls, etc.

Discover Location. Find the *coordinates* for your campus or town on a state map, a county map, and then a city map. Note the *compass rose*.

Create Symbols and a Legend. Draw a map of the classroom. Create and use symbols to represent objects in the classroom. Include a legend in one of the corners of the map. Compare the map with those of your classmates.

Use a sheet of paper to draw a map of an imaginary continent. Draw symbols on the map to illustrate landforms, climate, topography, products, etc. Create a legend in one of the four corners of the map.

Divide the continent into two or three countries. Draw lines that indicate political boundaries, and name each country.

Look at the list of manmade features below and create a symbol for each one.

major highways
railroads
cities
airports
bridges
businesses
farms

Draw the symbols on your map. Show your map to the class and explain why the symbols you created are good representations.

Map the Campus. Draw a map of the school campus. Draw the buildings and outdoor areas. Draw a grid using letters and numbers. Develop a *map index* of the campus that includes letter-number coordinates of buildings, classrooms, and outdoor areas.

Orient the Globe. Demonstrate that the earth does not have a top or bottom. Do this by manipulating a globe to focus on different areas of the earth. Classmates should be able to see that if they were landing on Earth from space, wherever they land would look like the "top" of Earth. Use the globe to demonstrate that the direction *up* means one is leaving Earth; *down* means that they are landing, or headed, toward Earth.

Practice Directions. Practice using *intermediate* and *cardinal directions*. Stand and face in a certain direction (e.g., north). Then, point to other directions. Examples: Face north and point west; face east and point north; and so on. Display posters on each of the four walls that state the accurate direction—north, south, east, or west. Leave these as reminders.

Produce Key Parallels and Meridians. Draw four large circles on the chalkboard. Draw Earth's axis in its appropriate place. Then, on the first circle take turns drawing the *prime meridian* and labeling the eastern and western hemispheres. Use the second circle to draw the *International Date Line* and label the eastern and western hemispheres. Complete the third circle by drawing the Equator and labeling the northern and southern hemispheres. Finally, use the fourth circle to draw the prime meridian and Equator; then label the four hemispheres.

Discover the Relationship between Lines of Latitude and Weather. Draw a large sphere with the axis in its appropriate place on the chalkboard. Take turns filling in the special imaginary latitude lines and their names—i.e., Equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and Antarctic Circle. Describe the amount of sunlight received in each zone. Explain how the amount of sunlight affects temperatures. Work together in small groups to complete the exercise.

Search for Cities in an Atlas. Divide into small teams. Each team will need an atlas. Write the name of several unusual cities from around the world on the board. The teams then locate the cities in an atlas. To do this, write down page numbers and latitude and longitude coordinates. Show the teacher the cities as the team finds them. [This could be a game with prizes for the team that finds the most cities first.]

Connect Place, Landform, and Waterway. [Prepare sets of four names on index cards—the name of a continent, an important country on that continent, an important landform on that continent, and an important waterway on that continent. For example: Africa, Zaire, Atlas Mountains, and Nile River. After completing the sets, cut the words apart. Randomly, pass out the individual words to students. Each student will receive one word. Explain to the students that they are a part of a travel group that is taking a tour somewhere in the world. Unfortunately, the members of the group have gotten lost from one another. They must find and rejoin their group in order to get home. Each other member of the group has the name of a continent or its parts.]

After receiving an index card, consult references—atlases, wall maps, text maps, or any other sources—to find the three other members of your travel group. The first team to reunite by assembling all four members of their group wins a prize.

Recall

Matching

Match the **term** *in the left-hand column with the* **definition** *in the right-hand column. Write the correct letter on each line.*

Term	Definition
_____ 1. parallels	A. explanation of colors or symbols used on a map
_____ 2. grid	B. a collection of maps in a book
_____ 3. projections	C. drawings that depict, or show, the earth's surface on a map
_____ 4. atlas	D. lines that run side by side and never meet
_____ 5. legend	E. system of lines that indicate distances and directions

Multiple Choice

Circle the letter of each correct answer.

6. The natural features (landforms and water bodies) are shown on a __________ map.

   a. political
   b. physical
   c. cultural

7. A disadvantage to using a map is that it __________ .

   a. distorts, or twists, shapes and sizes
   b. is difficult to carry
   c. is not easy to update, or change

8. The Mercator map contains ____________ .

   a. lines that are slightly bent to the shape of the earth
   b. lines that are perfectly straight
   c. only one set of parallel lines

9. The earth has no top or bottom because ____________ .

   a. it is shaped like a sphere
   b. it is a flat object
   c. its surface is distorted

10. The most accurate shapes and sizes on the earth are shown on ____________ .

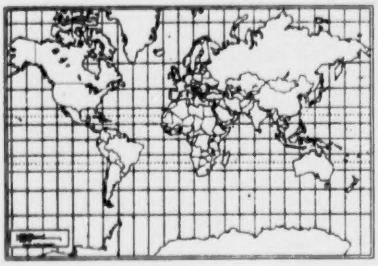
    a. a flat map
    b. a Mercator projection
    c. a globe

11. If you describe the location of a place by describing landmarks, you are describing its ____________ location.

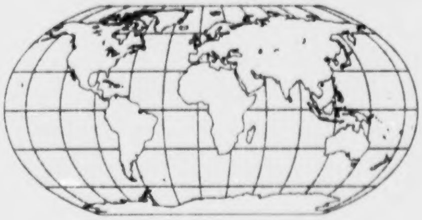
    a. absolute
    b. relative
    c. physical

Short Answer

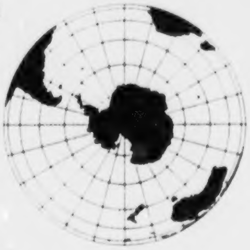
Use the maps below to answer the following questions.



Map "A"



Map "B"



Map "C"

12. Which map is a Robinson Projection and shows curved lines of longitude?

____

13. Which map is an Azimuthal Projection and is often referred to as a *polar projection*?

____

14. Which map is a Mercator Projection and once helped sailors navigate the ocean?

____

15. What scale model provides a more accurate representation of the entire earth than any of the projections shown above?

____

True or False

Read each statement below and refer to the maps on the previous pages. Write **true** *next to those statements that are both correct. Write* **false** *if either or both statements are false.*

__________ 16. Map "A" has parallel lines running east and west, and north and south. This map distorts (stretches) the sizes and shapes of lands and water bodies near the poles.

__________ 17. Map "B" has parallel lines running east and west, and north and south. Map "B" is less accurate than Map "A" in showing the shape of continents.

__________ 18. The center of Map "C" is either the North Pole or the South Pole. This map is used by planes and ships to chart the quickest route from one location to another.

__________ 19. All three of these maps show some features of the earth accurately and distort other features.

__________ 20. All three of these maps show land elevations. The borders on these maps separate one country from another.

Matching

Match the **term** *in the left-hand column with its* **definition** *in the right-hand column. Write the correct letter on each line.*

Term		Definition
_____ 21.	compass rose	A. half of a circle or a sphere
_____ 22.	hemisphere	B. symbol on a map that shows direction
_____ 23.	coordinates	C. divisions of the earth into time intervals of one hour difference
_____ 24.	degrees	D. area of the earth that receives the most sunlight year-round
_____ 25.	meridians	E. device, or symbol, used to show distance or size
_____ 26.	political map	F. a unit of measurement
_____ 27.	scale	G. imaginary line that circles the center of the earth from east to west
_____ 28.	Equator	H. a system of organized lines used to locate places on Earth
_____ 29.	time zones	I. imaginary lines that circle the earth from north to south
_____ 30.	tropics	J. shows man-made boundaries between countries, states, cities, and other political units

Multiple Choice

Circle the letter of each correct answer.

31. The measure, in degrees, north or south of the Equator is called ________ .

    a. longitude
    b. meridians
    c. latitude

32. If you are standing at 0° latitude, you are on the ________ .

    a. Equator
    b. prime meridian
    c. Antarctic Circle

33. Lines of longitude measure distances ________ .

    a. north and south of the prime meridian
    b. east and west of the prime meridian
    c. east and west of the Equator

34. The earth is divided into the northern and southern hemispheres by the ________ .

    a. prime meridian
    b. Tropic of Cancer
    c. Equator

35. If you are standing at the North or South Pole, you are at ________ of latitude.

    a. 0 degrees
    b. 66½° N or S
    c. 90° N or S

36. City "A" is located at 50° N. City "A" is about ________ from the Equator.

    a. 35 miles
    b. 350 miles
    c. 3500 miles

37. The directions of N, S, E, or W are called ____________ .

a. cardinal directions
b. intermediate directions
c. relative location

38. City "A" is located at 45° E. City "B" is located at 75° E. If you travel from City "B" to City "A," you are going ____________ .

a. north
b. east
c. west

39. The difference in time between 90° E long. and 105° E long. is about ____________ .

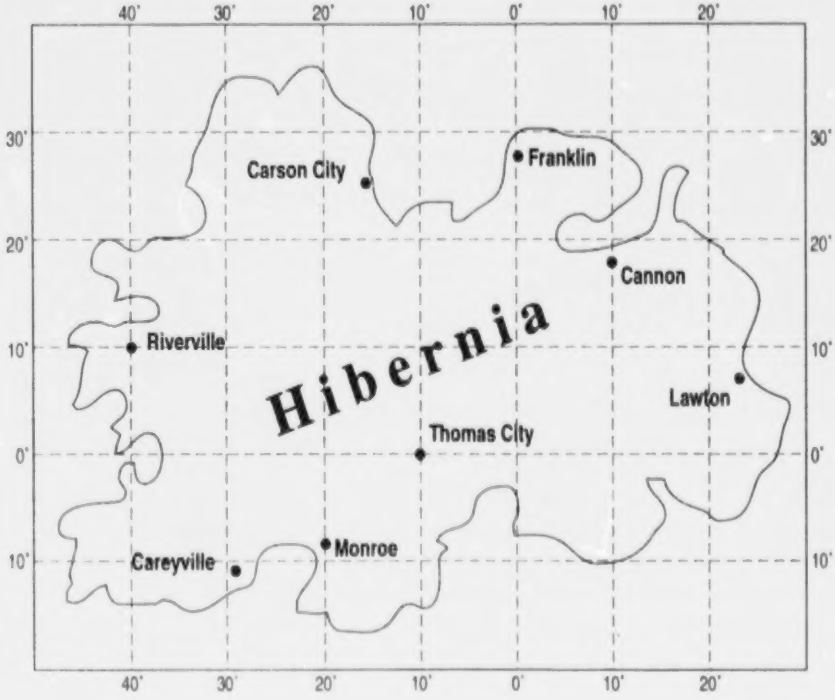
a. one minute
b. 30 minutes
c. 60 minutes

40. The regions of the earth that receive the least amount of sunlight are ____________ .

a. between 23½° N and S
b. above 66½° N and S
c. between 23½° and 66½° N or S

Multiple Choice

Refer to the map of the mythical continent of Hibernia below. Circle the letter of each correct answer in the questions that follow.


40°
30°
20°
10°
0°
10°
20°
30°
20°
10°
0°
10°
Hibernia
Carson City
Franklin
Cannon
Riverville
Lawton
Thomas City
Careyville
Monroe

41. Lawton is located in the __________ hemisphere.
    - a. parallel
    - b. Equator
    - c. northern
    - d. southern

42. Franklin is __________ of Cannon.
    - a. NE
    - b. NW
    - c. SE
    - d. SW

43. Riverville is located at coordinates ________.

a. 10° N/10° W
b. 10° N/40° W
c. 10° S/30° W
d. 40° N/10° E

44. Probably the best harbor in Hibernia is at ________.

a. Thomas City
b. Riverville
c. Carson City
d. Lawton

45. The city of ________ is located on the Equator.

a. Thomas City
b. Cannon
c. Careyville
d. Franklin

True or False

Write **true** *if the statement is correct. Write* **false** *if the statement is* not *correct. On the line provided explain why a statement is false.*

________ 46. You live in Florida, which is located in the Eastern time zone. You plan to watch a ball game which starts at 8 p.m. in San Francisco. San Francisco is three time zones west of Florida. The game time in Florida will be 5 p.m.

____

________ 47. You fly eastward from Japan (135° E long.) to Hawaii (155° W long.) on Monday, June 1st. During the flight your plane crosses 180° long. When you arrive in Hawaii, the day is Monday, June 1.

____

________ 48. If you are standing at 90° N, the only direction you can travel is south.

____

________ 49. The baseball league in City "M," located at 75° N, played a game each night in June. Although the games were held outdoor, no lighting was needed on the baseball field.

____

________ 50. You plan to take a vacation to a place south of the Equator. Your visit will last from December 20th through New Year's Day. Eager to enjoy the beaches, you pack a lot of suntan lotion and swim suits.

____

________ 51. You travel to every part of Florida and never leave the Eastern time zone.

____

Keys

Mapping (p. 37)

1. E–2; A-6; I–11
2. Correct answer will be determined by the teacher.
3. B–9; D–8

Fill in the Blanks (p. 38)

1. north
2. east
3. west
4. south
5. South Pole
6. northwest
7. northeast
8. southwest
9. southeast

Mapping (p. 42)

Brisbane: 28° S/153° E
Canberra: 35° S/149° E
Darwin: 12° S/131° E
Kalgoorlie: 121° S/31° E
Melbourne: 38° S/145° E
Perth: 32° S/116° E
Rockhampton: 23° S/151° E
Sydney: 34° S/151° E
Toowoomba: 28° S/152° E

Mapping (p. 43)

1. 90° N
2. polar zone
3. 66½° N
4. temperate zone or moderate zone
5. 23½° N
6. tropical zone
7. 0°
8. tropical zone
9. 23½° S
10. temperate zone or moderate zone
11. 66½° S
12. polar zone
13. 90° S

Fill in the Blanks (pp. 44-45)

1. northern
2. southern
3. Arctic
4. Antarctic
5. latitude
6. longitude
7. Capricorn; tropics
8. low
9. temperate/moderate
10. high latitudes
11. north; south
12. east; west

Short Answer (p. 46)

1. at the poles
2. The numbers increase.
3. The numbers increase.
4. The numbers vary.
5. Europe, Africa, Antarctic

Mapping (pp. 47-48)

1. 12° S/131° E
2. 28° S/153° E
3. 34° S/151° E
4. 35° S/149° E
5. 38° S/145° E
6. 43° S/148° E
7. 35° S/139° E
8. 32° S/116° E
9. Darwin
10. Hobart

Mapping (pp. 49-50)

1. North America
2. Australia
3. South America
4. Africa
5. Eurasia

Keys

Short Answer (pp. 51-52)

1.-8. Correct answers will be determined by the teacher..

Mapping (p. 53)

1. 38° N/122° W
2. 35° N/120° W
3. 41° N/113° W
4. 39° N/105° W
5. 42° N/88° W
6. 38° N/91° W
7. 30° N/95° W
8. 29° N/89° W
9. 40° N/75° W
10. 27° N/80° W

Short Answer (pp. 56-59)

1. Correct procedure will be determined by the teacher.
2. Correct procedure will be determined by the teacher.
3. Correct procedure will be determined by the teacher.
4. Eurasia, Africa
5. Russia
6. because no one lives in the ocean
7. 15
8. 11 a.m.; earlier
   1 a.m.; earlier
   1 p.m.; later
   10 p.m.; later
9. 4:00 a.m.
   2:00 a.m.
   12 midnight
10. It becomes an earlier hour of the day.
    It becomes a later hour in the day.
11. 2 a.m.
    4 a.m.
    7 a.m.
    12 noon
    3 p.m.
    7 p.m.
    9 p.m.
12. 5; 8
13. 7 hours; later
14. Sunday

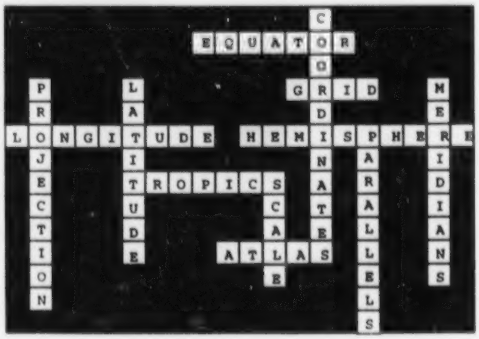
Mapping (pp. 60-61)

1. Eastern, Central, Mountain, Pacific
2. 4:00
3. 5 a.m.; 4 a.m.; 3 a.m.
4. 11 p.m.
5. 10 a.m.
6. Eastern and Central
7. 9 a.m.
8. 3 p.m.

Identification (pp. 63-64)

1. Antarctic Circle
2. political map
3. physical map
4. Tropic of Capricorn
5. time zones
6. International Date Line
7. Tropic of Cancer
8. polar regions
9. land elevation
10. relative location
11. absolute location
12. Arctic Circle
13. prime meridian

Solve (p. 65)



Keys

Recall (pp. 25-34 TG)

Matching

1. D.
2. E.
3. C.
4. B.
5. A.

Multiple Choice

6. b.
7. a.
8. b.
9. a.
10. c.
11. b.

Fill in the Blanks

12. Map B
13. Map C
14. Map A
15. globe

True or False

16. True
17. False
18. True
19. True
20. False

Matching

21. B.
22. A.
23. H.
24. F.
25. I.
26. J.
27. E.
28. G.
29. C.
30. D.

Multiple Choice

31. c.
32. a.
33. b.
34. c.
35. c.
36. c.
37. a.
38. b.
39. c.
40. b.

Multiple Choice

41. c.
42. b.
43. b.
44. c.
45. a.

True or False

46. False: The time in San Francisco is three hours behind Florida's time.
47. False: You have crossed the International Date Line and "lost" a day.
48. True
49. True
50. True
51. False: A part of Florida is in the Central Time zone.

Unit 3: Living on Earth

Overview

Much of the way we experience our lives, including the ways we work and play, are greatly influenced by the sun. As the earth *rotates*, or spins, on its *axis*, the half facing the sun is in daylight; the half hidden from the sun is in darkness. As the earth *revolves* around the sun, the seasons in different *regions* of the world change.

How much direct sunlight a region receives is one of the factors that determines its climate. Climate is the weather pattern a place experiences over a long period of time. Other factors are latitude, elevation, nearby bodies of water, wind, ocean currents, and mountains. Geographers classify climates as tropical, dry, moderate, cold, and highland.

Tropical climates include *tropical rainforest* and *savanna*. Tropical rainforests are hot and humid. *Savannas* have a very wet season followed by a very dry season.

Desert and *steppe* climates are dry. Deserts receive 10 inches or less of rain each year and have very little vegetation. Steppes are dry expanses of grasslands.

Marine, *humid subtropical*, *continental*, and *Mediterranean* are moderate climates. They are farther away from the Equator and therefore have greater seasonal changes in temperature than climates in the lower latitudes.

The high latitudes are quite cold. The *subarctic* region has year-round snow and forests, but little other vegetation. The *tundra* is kept cold and frozen by the Arctic and Antarctic oceans surrounding it.

The *vertical climate* is the climate at high and rising elevations. The higher one goes, the colder and drier the climate becomes.

How people use the land and available resources shapes the way they live. Some nations have used their resources and the resources of other nations to become *industrial nations*. They produce goods and services using machines. Some nations are still based on *agriculture*. Many of these farming-based nations have low standards of living and are called *developing* or *disadvantaged nations.*

Industrial nations tend to have a higher *standard of living* than developing nations. Their citizens are able to satisfy more of their needs and wants. The *economic system* of each nation addresses the problem of scarcity: People have unlimited needs and wants, but their resources are limited.

Suggested Activities

Complete Climate Chart. Collect representative climate pictures from magazines, books, or travel brochures. Cut and attach pictures to a posterboard. Identify climate regions according to the descriptions in the reading. Label each climate region, and list the basic characteristics in the chart below. Describe how people in each climate might make a living or engage in recreation.

Climate Region	Average Growing Season	Temperatures	Precipitation
Low Latitudes			
tropical			
rainforest			
savanna			
desert			
Middle Latitudes			
Mediterranean			
humid subtropical			
humid continental			
marine, or maritime			
continental steppe			
continental desert			
High Latitudes			
taiga			
ice cap			

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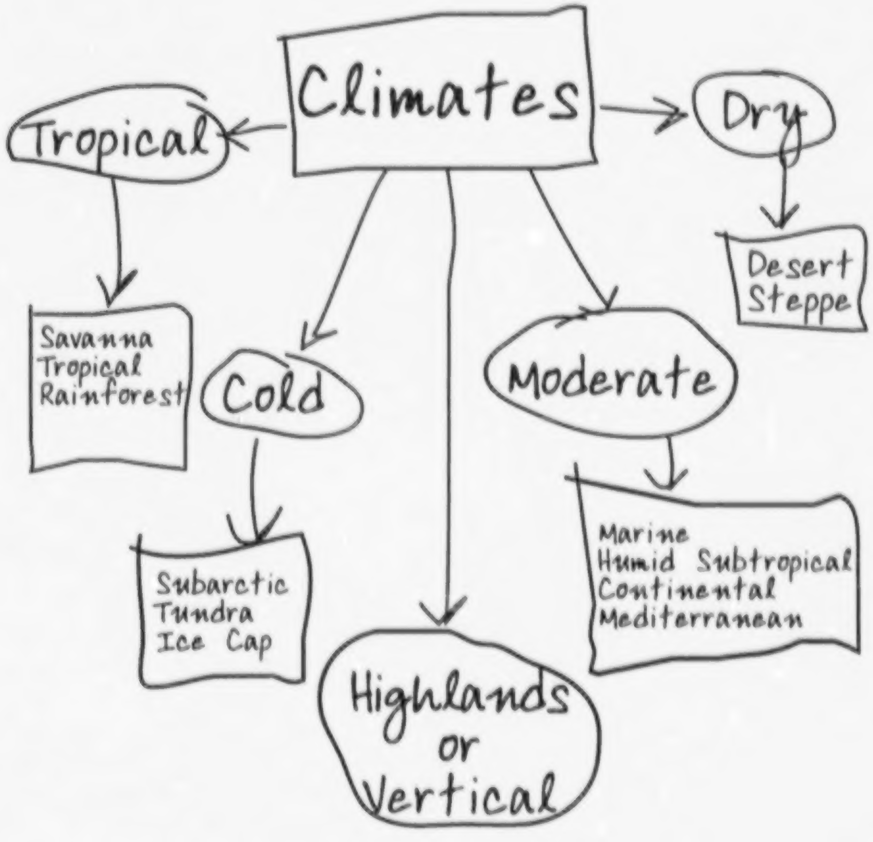
Prepare Graphs and Charts. Use reference books to find out more about the economics of selected countries. Create bar graphs to show the leading __________ (coal, oil, tobacco, coffee, wheat, etc.) producing countries. Find out what these countries that produce the same product have in common. Compare populations such as the 10 largest cities in the U.S. and the 10 largest cities in the world. Plot average monthly temperatures of cities in different climates. For example, compare and contrast Mexico City in a mountain climate and Baghdad, Iraq, in a desert climate.

Create Mind Maps. A mind map, or an outline in graphic form, often helps the learner remember key points. Mind maps can be detailed, if carried out to several levels, or more generic. See the example of Climates below.


Climates
Tropical
Dry
Savanna
Tropical
Rainforest
Desert
Steppe
Cold
Moderate
Subarctic
Tundra
Ice Cap
Marine
Humid Subtropical
Continental
Mediterranean
Highlands
or
Vertical

Recall

Multiple Choice

Circle the letter of each correct answer.

1. When someone says, "Yesterday, there was rain; today there is sunshine. I wonder what to expect tomorrow," he is talking about ____________.
   - a. climate
   - b. weather
   - c. seasons
   - d. dates

2. The sun's direct rays cross the Equator twice each year. This is called the *equinox*. On that day ____________.
   - a. the northern hemisphere enters the winter solstice
   - b. day and night are equal in the northern and southern hemispheres
   - c. the southern hemisphere enjoys the shortest day of the year
   - d. temperatures are equal in the eastern and western hemispheres

3. A favorite sport of City "X," located near the Equator, is snow sledding. This is possible because ____________.
   - a. the city imports snow-making machines
   - b. temperatures are coldest near the Equator
   - c. City "X" is situated on a tall mountain range
   - d. City "X" is in a region of the tundra

4. The rotation of the earth on its axis causes us to experience ____________.
   - a. seasons
   - b. periods of day and night
   - c. different climates
   - d. none of the above

5. Winter begins in the northern hemisphere on about December 21. That is the day when the sun's most direct rays strike the ____________ .

   a. Tropic of Cancer, 23½° N
   b. Tropic of Capricorn 23½° S
   c. Equator (0° lat.)
   d. 66½° N

6. The "growing season" becomes longer as we travel ____________ .

   a. away from the Equator
   b. toward the prime meridian
   c. toward the Equator
   d. away from the prime meridian

7. Climate is influenced by all of the following factors. However, the most common influence on climate is ____________ .

   a. nearness to large bodies of water
   b. winds and mountains
   c. location in the latitudes
   d. ocean currents

8. ____________ usually experience colder winters and hotter summers.

   a. Cities located along the coast
   b. Cities at high elevations
   c. Cities in the interior of a country
   d. Cities in the low latitudes

9. Places located behind tall mountains may be very dry because ____________ .

   a. moisture is lost as winds blow over high land elevations
   b. there are no large bodies of water nearby
   c. tall mountains absorb moisture
   d. hot rays of the sun at high altitudes dry out the moisture

10. ____________ latitudes are where most of the coldest climates are found.

    a. Low
    b. Middle
    c. High
    d. None of the above

11. Places along the oceans experience fewer extremes of hot and cold temperatures than those located far inland because ____________ .

    a. water does not heat or cool as fast as the land
    b. winds off the ocean moderate the temperatures
    c. ocean currents carry warm, moist air
    d. all of the above

12. Around the world, the climate region found along the Equator is the ____________ .

    a. tropical rainforest
    b. taiga
    c. humid continental
    d. continental steppe

13. The range of latitudes with the greatest variety of climate regions is found between ____________ .

    a. 0° lat.–23½° N or S
    b. 23½°–66½° E or W
    c. 23½°–66½° N or S
    d. 66½°–90° N or S

14. The coldest year-round temperatures are found in the tundra climate. This is because this region ____________ .

    a. never enjoys sunshine
    b. is far north of the Equator
    c. receives less direct sunlight
    d. b. and c.

15. Florida enjoys a mild climate year-round because it is ____________ .

    a. located on a peninsula
    b. in a region near the Tropics
    c. in the middle latitudes
    d. all of the above

True or False

The first statement in each pair of statements is fact. Based on this statement of fact, decide whether the second sentence is true or false. Write **true** *or* **false** *beside each number.*

__________ 16. The southeastern United States experiences mild temperatures and receives about 60 inches of annual rainfall. Farmers can grow vegetables for only about three months out of the year.

__________ 17. Lands above the Arctic Circle receive less sunlight and have colder weather than lands in the tropics. People living in either of these places would probably wear the same kinds of clothes.

__________ 18. Southern California has a Mediterranean climate; this means that the weather is mild and sunny most of the year. Outdoor sports are popular in Southern California.

__________ 19. A part of the Andes Mountains is near the Equator. Therefore, this section of the mountain range has a tropical rainforest climate.

__________ 20. The tropical rainforest climate is hot and rainy year-round. Therefore, soil in this climate region is fertile and produces crops easily.

Fill in the Blanks

Use the words from the list below to complete each statement. Write the correct answer on each line.

- **natural**
- **deserts**
- **capital**
- **standard of living**
- **scarcity**
- **agriculture**
- **economic systems**
- **human**
- **needs**
- **wants**

21. Because ____________________ receive so little rainfall, they cannot produce crops unless they are irrigated.

22. Humans have learned to live in almost every type of environment. However, the greatest number of people live in places that are suitable for ____________________ .

23. Those goods and services which we must have to survive are called ____________________ . They include medical care and food.

24. Those goods and services which we would like but are not necessary to our survival are called ____________________ . They include stereo systems and vacations.

25. How well-off people are economically is described by their ____________________ .

26. Resources are divided into three types. Goods that come from nature are called ____________________ resources. They are not man-made and include water, minerals, and soil.

27. Examples of ____________________ resources are money, machines, and trucks. These types of resource are man-made and are used to produce goods and services.

28. Workers belong to the category of resources called ____________________ resources.

29. The gap between our limited resources and our unlimited needs and wants is the economic problem called ____________________ .

30. We attempt to solve this economic problem through our ____________________ .

True or False

Write **true** *if the statement is correct. Write* **false** *if the statement is* not *correct.*

__________ 31. If you lived in a city with a high population density, there would be few people living there and you would rarely see a large crowd.

__________ 32. If an area of high population density has few resources, the standard of living will most likely be low.

__________ 33. *Carrying capacity* refers to the number of individuals an area can support.

__________ 34. Countries where most people make a living by farming small plots of land are called *industrial countries*.

__________ 35. Places where most goods are made by machines and few people farm are called *developing nations*.

Keys

Short Answer (pp. 76-77)

1. summer; winter
2. winter
3. summer
4. June 21; September 21; December 21; March 21
5. March 21, September 21
6. December 21
7. Tropic of Cancer or 23½°S
8. the tilt of the earth on its axis as it revolves around the sun
9. every three months
10. Dec. 21

Short Answer (p. 81)

1. Answers will vary.
2. Answers will vary.
3. Weather refers to the atmospheric conditions on a particular day; climate describes the average weather a region has over a long period of time.
4. (1) What are the average year-round temperatures?
   (2) What is the average amount of precipitation, or moisture?
   (3) How long is the growing season?
5. Answers will vary.

Identification (pp. 82-83)

1. Brazil; location in the latitudes
2. London; location in the latitudes, nearness to large bodies of water, ocean currents
3. United States; location in the latitudes; altitude, or land elevation, ocean currents
4. These fruits grow in warm and rainy climates.
5. 1,000 miles; ocean currents bring warm winds to London, which is surrounded by warm waters.
6. Florida is surrounded by warm waters on three sides.
7. Mountains block moist winds from reaching deserts.
8. Mountains have vertical climates—the higher the elevation, the colder the temperatures.

Climagraphs (pp. 84-85)

1. Eismitte, Greenland; Singapore
2. Singapore
3. southern hemisphere
4. Singapore; Eismitte, Greenland
5. Correct answers will be determined by the teacher.

Mapping (pp. 92-93)

Correct answers will be determined by the teacher.

Agree or Disagree (p. 94)

1. Disagree
2. Agree
3. Agree
4. Agree
5. Disagree
6. Agree
7. Agree
8. Disagree
9. Agree

True or False (p. 95)

1. True
2. True
3. False
4. True
5. False
6. True
7. True
8. False
9. False
10. False

Keys

Mapping (pp. 101-102)

B. 250,000
1. Eurasia
2. Africa
3. lower
4. northern

Graphing (p. 103)

Correct answers will be determined by the teacher.

Multiple Choice (p. 104)

1. b.
2. c.
3. a.
4. c.

Mapping (pp. 105-107)

1. 3
2. 5
3. east
4. Atlantic Ocean
5. Los Angeles
6. No
7. 1
8. 6
9. 2
10. Eurasia
11. middle
12. moderate or temperate climate and fertile farmlands
13. The lack of fertile farmland and modern farming techniques have forced people to look for work in cities.
14. South America
15. Australia

Mapping (pp. 108-109)

1. a.
2. a.
3. b.
4. c.
5. b.

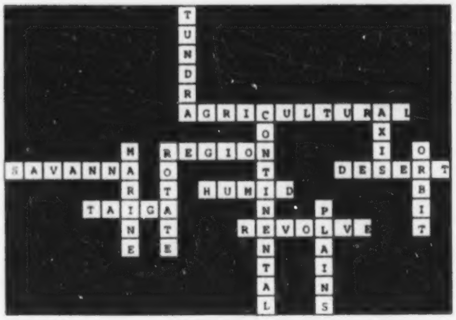
Identification (p. 110)

1. √
2. √
3. √
4.
5. √

Identification (pp. 112-113)

1. natural resource
2. capital resource
3. climate region
4. industrial countries
5. undeveloped nation
6. equinox
7. humid subtropical
8. solstice
9. tropical rainforest
10. standard of living
11. Mediterranean climate
12. vertical climate
13. population density
14. human resources
15. economic system

Solve (p. 114)


TUNDRA
AGRICULTURAL
AXIS
REGION
ORBIT
SAVANNA
DESERT
MARINE
ROTATE
CONTINENTAL
HUMID
TAIGA
REVOLVE
PLAINS

Keys

Recall (pp. 43-48 TG)

Multiple Choice

1. b.
2. b.
3. c.
4. b.
5. b.
6. c.
7. c.
8. c.
9. a.
10. c.
11. d.
12. a.
13. c.
14. d.
15. d.

True or False

16. False
17. False
18. True
19. False
20. False

Fill in the Blanks

21. deserts
22. agriculture
23. needs
24. wants
25. standard of living
26. natural
27. capital
28. human
29. scarcity
30. economic systems

True or False

31. False
32. True
33. True
34. False
35. False

Unit 4: Latin America

Overview

Latin America, located in the western hemisphere, has a long and rich history. Its inhabitants include the descendants of Native people, Europeans, and Africans. This mixture has resulted in many languages, religious beliefs, and ways of life. However, because Spain ruled the region for a long time, most Latin Americans speak Spanish and practice the Roman Catholic religion.

The foreign governments that ruled Latin America often were cruel and exploitive. This caused the people to *rebel*. After they gained independence, they set up new governments and began a long struggle to establish a *democracy* in each nation. Because the United States shares a border with Mexico and is separated from the Caribbean Islands by only a few miles, the United States has an interest in the political and economic health of Latin America.

Latin America is a vast region that extends over many latitudes and has many climates. There are the dry deserts and the hot sticky tropical *rainforests*. There are vertical climates in which the climate becomes colder and drier as the elevation rises. And there are the humid subtropical climates, where most Latin Americans enjoy paradise-like weather.

The landscape of Latin America is also quite diverse. It includes tall snow-covered mountains, islands, dry *plateaus*, wide river valleys, and the second longest river in the world, the Amazon River.

In the past, many Latin Americans lived and worked on small farms in rural areas. They were very poor and had little formal education. Presently, many Latin Americans are moving to urban areas in search of better jobs and formal education. Latin America produces and exports a wide variety of goods, including *agricultural* products, tin and copper, and timber. The urban centers have developed around manufacturing and industry. Many urban centers have millions of *inhabitants*, but these cities do not have the housing, food, or work to adequately support the population.

Suggested Activities

Study the Amazon River as a Lifeline. Obtain the article "Amazon: South America's River Road" (*National Geographic*, February 1995). Study the pictures of life on the river and read the captions. On an outline map of South America draw the Amazon River's course across South America from the Andes Mountains to the Atlantic Ocean. Draw the major tributaries to the Amazon. Include a scale of miles to show the distance from the Amazon's source to its mouth. Compare the size of the entire Amazon River basin with the size of the United States.

Amazon River Basin = 2,270,000 square miles, including all tributaries
Lower 48 United States = 3,022,000 square miles

[Reproduce map below from Geoguide Lesson Plan "Amazon" (National Geographic Society, 1995). Geoguide Lesson Plans are distributed free of charge to geography teachers upon request. (National Geographic Society, 17th and M Sts. N.W., Washington, D.C. 20036)]

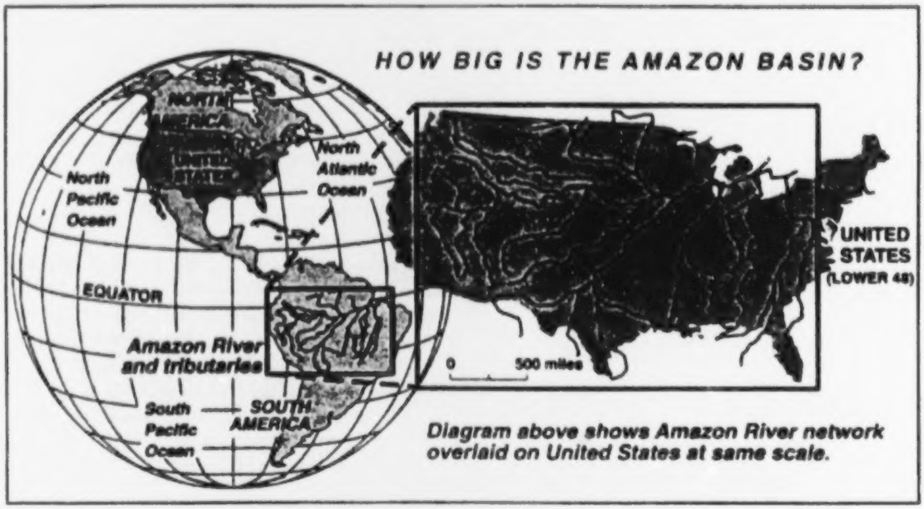

HOW BIG IS THE AMAZON BASIN?
NORTH AMERICA
UNITED STATES
North Pacific Ocean
North Atlantic Ocean
EQUATOR
Amazon River and tributaries
South Pacific Ocean
SOUTH AMERICA
UNITED STATES (LOWER 48)
0
500 miles

Diagram above shows Amazon River network overlaid on United States at same scale.

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In the article the Amazon is descibed as the *lifeline* for the people of the Amazon Basin: Explain what the author means by the term *lifeline*. Record the responses on the board. Discuss examples of *lifelines* in America, such as highways, trains, newspapers, computer networks, etc. Compare and contrast the interpretations of vital lifelines in our culture with that of the Amazonians.

Research Animals and Vegetation. Research unusual animals of South America, including the llama, capybara, giant anaconda, giant river otter, etc. Research unusual vegetation and foods of South America such as the jaboticaba tree and copaifera tree. Present oral reports of the findings.

Read and Report on a Book. Report on a book or a story about South America, such as the novel *The Great Kapok Tree: A Tale of the Amazon Rainforest* by Lynne Cherry.

Create a Rainforest. Design and create a rainforest area in the classroom after researching the Amazon rainforest. Use crepe paper, cardboard, etc. Make cutouts of flowers and animals to include in the rainforest.

Study Rainforest Destruction. Gather information about the destruction of the rainforest. Look at the effects on the natural environment and the indigenous people and share findings. Create banners and slogans that emphasize the need for rainforest preservation. Display the banners in the room or throughout the school. [Show the film *Medicine Man* or others that are relevant.] Discuss the effects of the destruction of the rainforest on local animals and people, and rainforest products, such as medicines for humankind.

Research Ancient Empires. Research the ancient empires of the Aztec, Maya, and Inca. Make large murals which depict these civilizations. Include on the mural a list of valuable contributions of these people. Include a large map which shows the location of the empires.

Survey School Population. Conduct a school survey of students of Latin American or Caribbean origin or nationality. Prepare a bar graph of the findings regarding the number of students from a given country. Display a map that shows these countries. Use pins and different colored strings to connect the countries of origin with students' present colored strings to connect the countries of origin with students' present city. Discuss reasons why people move from one place to another. Discuss the contributions of different groups of people to our local and national culture.

Experience Unfamiliar Music. Use music from the Caribbean and other Latin American regions to play "Name That Tune and Country." Discuss the impact of other music on American music.

Plan and Enjoy a Festival. As a culminating activity have a Latin American/Caribbean festival in class. Invite another geography class to come to the festival. Write the invitation in Spanish. Play Latin American music. Serve Latin American/Caribbean dishes.

Recall

Fill in the Blanks

Use the word list below to complete each sentence. Write the correct answer on each line.

Brazil
democracy
rebel
migrated
exported
literacy rate
subsistence farming
viceroyalty
empire
technology

1. Because they were poorly educated, the ____________________ was very low.

2. Hunters following big game herds moved, or ____________________, from Asia to North America about 20,000 years ago.

3. Spain established a system of government called a ____________________.

4. The people who made a living through ____________________ grew only enough food to feed themselves.

5. The harsh rule of the leaders caused the people to ____________________ and overthrow the government.

6. Wheat is ____________________, or shipped, from South America to other countries.

7. The Aztec ruled over a large ____________________ in present-day Mexico.

8. Because the ____________________ was modern, the workers could produce many goods.

9. In a ____________________, the people choose their leaders.

10. The largest country in land area and population in Latin America is ____________________.

Multiple Choice

Circle the letter of the correct answer.

11. The first people to settle in the Latin American region probably arrived __________.
    a. on ships from across the Pacific Ocean
    b. by migrating from Asia across the Bering Strait
    c. with the early European explorers
    d. as slaves brought by the Spaniards

12. All of the following groups established great civilizations in Latin America except the __________.
    a. Inca
    b. Aztec
    c. Navaho
    d. Maya

13. Under Spanish rule, the Native people and Africans were __________.
    a. made leaders in government
    b. provided with large plantations
    c. forced to work in mines
    d. driven out of Latin America

14. Latin America includes ____________ .

    a. Mexico and the Caribbean Islands
    b. Central America
    c. South America
    d. all of the above

15. There are many different climate regions in Latin America because ____________ .

    a. it is a large continent and extends over many degrees of latitude
    b. of its nearness to the Equator
    c. it is far west of the prime meridian
    d. it is surrounded by two large oceans

16. The intermixing of Europeans and Native people resulted in a group of people called ____________ .

    a. mulattos
    b. Caucasians
    c. mestizos
    d. colonists

16. The most common language spoken in Latin America is ____________ .

    a. Portuguese
    b. English
    c. Spanish
    d. French

17. One reason that many Latin Americans have a low standard of living is that most good farmlands are owned by ____________ .

    a. the governments
    b. Native people
    c. subsistence farmers
    d. a few large landowners

18. Many Latin Americans migrate from their rural farms to urban areas because ____________ .

    a. the government has taken their land
    b. they hope to find better jobs in the cities
    c. they have sold their farms to make money
    d. their education and skills are no longer needed on the farm

19. The Amazon basin is not densely populated because ____________ .

    a. the temperatures are too cold for growing crops
    b. there is not enough rainfall
    c. it is unhealthy because of the many tropical diseases
    d. most of the land is used for raising cattle

20. Latin America was colonized, or controlled and exploited, by ____________ .

    a. Spain
    b. Portugal
    c. France
    d. all of the above

Multiple Choice

Use all of your personal maps to complete the statements below. Circle the letter of the correct answer.

21. The Equator crosses all of the following countries except ____________ .

    a. Peru
    b. Brazil
    c. Colombia
    d. Venezuela

22. The country of Panama is located on a(n) ____________ .

    a. island
    b. strait
    c. isthmus
    d. archipelago

23. The Amazon River crosses most of South America and empties into the ___________ .

a. Atlantic Ocean
b. Pacific Ocean
c. Gulf of Mexico
d. Caribbean Sea

24. A major problem of the transportation system in South America is that it ___________ .

a. runs through the Amazon River basin
b. reaches only across the northern regions
c. connects only the large urban centers and does not run through the Amazon River basin
d. does not cross over the Andes Mountains

25. In which cardinal direction is North America from Latin America?

a. South
b. North
c. East
d. West

Multiple Choice

Circle the letter of the correct answer.

26. Latin America is divided into the northern and southern hemispheres by the ___________ .

a. prime meridian
b. International Date Line
c. Tropic of Cancer
d. Equator

27. ___________ is located in an archipelago.

a. Chile
b. Panama
c. Cuba
d. Belize

28. The mountain range that extends down the west coast of South America is the __________ .

a. Andes
b. Atlas
c. Andorra
d. Alpine

29. The largest river in Latin America is the __________ .

a. Amazon
b. Orinoco
c. Rio Grande
d. Parana'

30. On December 21, __________ begins in Mexico (15°-30° N/ 90°-120° W).

a. summer
b. winter
c. spring
d. fall

31. The desert which extends down the west coast of South America is caused by __________ .

a. its location in the latitudes
b. mountains which block winds from the Pacific Ocean
c. cold ocean currents of the Pacific Ocean
d. its high land elevations

32. The greatest part of Latin America is located in the __________ .

a. low latitudes
b. middle latitudes
c. high latitudes
d. none of the above

33. On the mountains of Latin America is a climate that is called __________ .

a. rainforest
b. marine
c. vertical
d. humid subtropical

34. All of Latin America is located in the __________ .

a. western hemisphere
b. eastern hemisphere
c. southern hemisphere
d. northern hemisphere

35. The religion practiced by most of the people in Latin America is __________ .

a. Islam
b. Judaism
c. Catholicism
d. Protestantism

True or False

Write **true** *if the statement is correct. Write* **false** *if the statement is* **not** *correct.*

__________ 36. The southernmost tip of South America extends almost to the Arctic.

__________ 37. Leaders of Latin America are working to establish democratic governments.

__________ 38. Ships must circumnavigate, or sail around, the South American continent to reach the Atlantic from the Pacific Ocean.

__________ 39. The same crops that are grown in the tropics are also grown in the Andes Mountains.

__________ 40. The Latin American country nearest the United States is Mexico.

__________ 41. No highways connect the large cities in South America because the distances between them are too great.

__________ 42. The countries of Latin America produce and export many different goods to other countries.

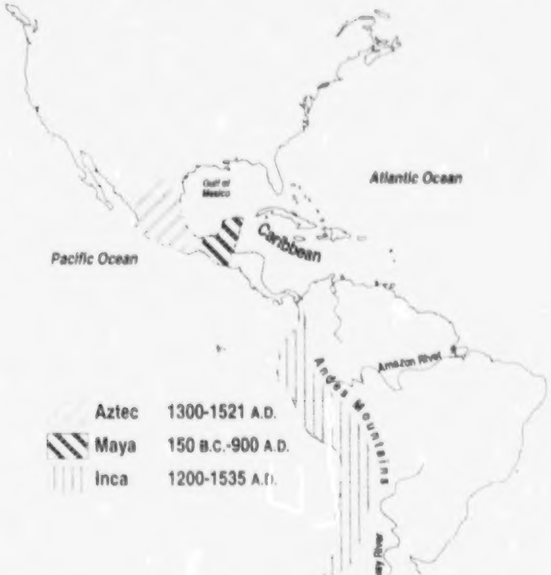
__________ 43. Rural farmers are not attracted to the large cities because they do not like the urban way of life.

__________ 44. The Latin American culture has been greatly influenced by the Spanish.

__________ 45. The standard of living in Latin America is much higher that it is in the United States.

Multiple Choice

The map below depicts early civilizations in Latin America. Study the map; then circle the letter of each correct answer on the next page.


Gulf of Mexico
Atlantic Ocean
Caribbean
Pacific Ocean
Amazon River
Andes Mountains
Aztec 1300-1521 A.D.
Maya 150 B.C.-900 A.D.
Inca 1200-1535 A.D.

46. The Aztec Empire was located __________ .
    - a. along the Equator
    - b. above the Equator
    - c. below the Equator

47. The western boundary of the Inca Empire was the __________ .
    - a. Pacific Ocean
    - b. Atlantic Ocean
    - c. Gulf of Mexico

48. The Maya Empire was located on a(n) __________ .
    - a. island
    - b. peninsula
    - c. isthmus

49. The oldest of these civilizations was the __________ .
    - a. Inca
    - b. Aztec
    - c. Maya

50. All three of these early civilizations had ended by __________ .
    - a. 900 A.D.
    - b. 1300 A.D.
    - c. 1600 A.D.

Keys

Mapping (p. 12)

Correct answers will be determined by the teacher.

Mapping (p. 13)

Correct answers will be determined by the teacher.

Identification (p. 14)

1. M, C, S, I
2. C
3. S
4. C
5. I
6. S
7. M
8. S
9. S
10. M, C, S
11. M, C, S, I
12. M, C, S
13. M, C, S
14. S, I
15. I

Short Answer (pp. 15-16)

1. west
2. South America
3. northern hemisphere
4. southern hemisphere
5. Caribbean Sea
6. Gulf of Mexico
7. Hispaniola
8. lower latitudes
9. Antarctic
10. It crosses many lines of latitude and rises in elevation from sea level to many thousands of feet above sea level.

Mapping (p. 21)

Correct answers will be determined by the teacher.

Mapping (pp. 22-23)

Correct answers will be determined by the teacher.

Short Answer (p. 24)

1. Answers may include: developed a written language; were skilled farmers and mathematicians; developed a system of government and religious beliefs.
2. In 1519 Cortez and his Spanish soldiers defeated the Aztec Empire.
3. Spanish, Portuguese, French
4. The Spanish, Portuguese, and French brought their languages to Latin America when they explored and took control of this land.
5. converted many natives to Roman Catholocism; European diseases killed many natives; brought African slaves to work plantations and mines

Mapping (pp. 29-30)

Correct answers will be determined by the teacher.

Mapping (p. 31)

Correct answers will be determined by the teacher.

Agree or Disagree (p. 32)

1. Disagree
2. Agree
3. Disagree
4. Agree
5. Disagree
6. Agree
7. Agree
8. Agree
9. Disagree
10. Agree

Keys

Mapping (pp. 33-34)

Correct answers will be determined by the teacher.

Mapping (p. 35)

Mexico and Central America
Belize-Belmopen
Guatemala-Guatemala
El Salvador-San Salvador
Honduras-Tegucigalpa
Nicaragua-Managua
Costa Rica-San José
Panama-Panama
Caribbean Countries
Cuba-Havana
Jamaica-Kingston
Haiti-Port-au-Prince
Dominican Republic-Santo Domingo
South America
Colombia-Bogotá
Venezuela-Caracas
Ecuador-Quito
Brazil-Brasília
Peru-Lima
Chile-Santiago
Argentina-Buenos Aires
Bolivia-LaPaz/Sucre
Uruguay-Montevideo
Paraguay-Asuncíon

Multiple Choice (pp. 36-37)

1. b.
2. b.
3. c.
4. b.
5. c.
6. c.
7. b.
8. c.
9. a.
10. b.

Multiple Choice (pp. 41-42)

1. c.
2. a.
3. a.
4. c.
5. b.
6. c.

Mapping (pp. 43-45)

Correct answers will be determined by the teacher.

Short Answer (p. 46)

1. people and goods
2. South America is a very large continent. Airplanes can quickly travel over the vast distances between cities. Air travel would provide much faster transportation and communication.
3. Caracas to Bogatá to Quito to Lia to La Paz to Asuncíon to São Paulo to Ri de Janerieo to Receife
4. Andes
5. Amazon River basin

Completion (p. 53)

Correct answers will be determined by the teacher.

Short Answer (p. 56)

1. The more money Latin Americans have to spend, the more American products they will buy.
2. They will immigrate to the United States in search of jobs.
3. NAFTA
4. the Atlantic and Pacific oceans
5. They would have to travel thousands of additional miles around the tip of South America.
6. coffee

Keys

Matching (p. 60)

1. F.
2. D
3. A.
4. G.
5. C.
6. B.
7. E.

Fill in the Blanks (pp. 62-63)

1. Maya
2. United States
3. Central America
4. Andes
5. Cuba
6. Amazon
7. Spain
8. Plantations
9. Caribbean
10. Chile

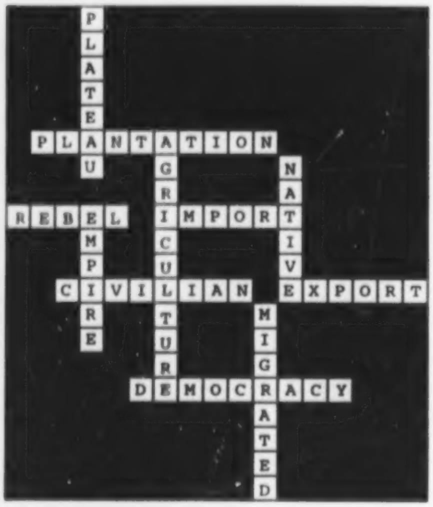
Matching (p. 64)

1. C.
2. E.
3. B.
4. F.
5. A.
6. D.

Identification (p. 65)

1. viceroyalty
2 Aztec, Maya, Inca
3. capital resources
4. tropical rainforest
5. Bering Strait
6. inhabitants
7. mulattos
8. subsistence farming
9. guerrillas
10. per capita income
11. mestizos

Solve (pp. 66-67)


PLATEAU
PLANTATION
AGRICULTURE
NATIVE
REBEL
IMPORT
EMPIRE
CIVILIAN
EXPORT
MIGRATED
DEMOCRACY

Recall (pp. 57-65 TG)

Fill in the Blanks

1. literacy rate
2. migrated
3. viceroyalty
4. subsistence farming
5. rebel
6. exported
7. empire
8. technology
9. democracy
10. Brazil

Multiple Choice

11. b.
12. c.
13. c.
14. d.
15. a.
16. c.
17. d.
18. b.
19. c.
20. d.

Keys

Multiple Choice

21. d.
22. c.
23. a.
24. c.
25. b.

Multiple Choice

26. d.
27. c.
28. a.
29. a.
30. b.
31. c.
32. a.
33. c.
34. a.
35. c.

Fill in the Blanks

36. False
37. True
38. False
39. False
40. True
41. False
42. True
43. False
44. True
45. False

Multiple Choice

46. b.
47. a.
48. c.
49. c.
50. c.

Unit 5: North Africa and Southwest Asia

Overview

European and Western culture began in North Africa and Southwest Asia. From this region has come many of the ideas, discoveries, and inventions that still influence our everyday lives. No wonder this region is called the "cradle of Western civilization."

Three of the world's most influential religions originated in this region. The oldest of the three—*Judaism*—introduced the idea of one god, or monotheism, to the world. *Christianity*, based on the teachings of Jesus Christ, taught brotherly love.

The youngest of the three religions—*Islam*—continues as the most influential religion in all of North Africa and Southwest Asia. Islam and the teachings of its prophet, *Mohammed*, dominate everyday life for most people in this part of the world.

Although many of the nations in this region share a common religion and language, two issues cause conflict among them: oil and Israel.

Some of these countries have large reserves of oil. Their wealth has improved their standard of living and their political influence in the region and the world. Some of the countries, however, have few natural resources and continue as poor and undeveloped nations.

Israel, a Jewish state, has long been at war and conflict with the *Arab world*. Some of its Arab neighbors, however, have recently begun negotiating peace treaties with Israel. Other Arab countries are against peace with Israel.

The physical geography of North Africa is dominated by the Sahara Desert. It is the largest desert in the world, equal in size to the entire United States. This desert stretches almost across the entire width of North Africa. Most of the Sahara is bone dry and receives no rain or only a few inches each year. However, there are *oases*, or places where water is found. Most of the towns, villages, and cities found in North Africa have been built around oases. The largest oasis in North Africa is the Nile River Valley.

The Atlas Mountains in the northwest of Africa block the moist winds from the Mediterranean Sea. This moisture then falls along the coast and never reaches the Sahara Desert.

Southwest Asia is dominated by highlands, the Arabian Peninsula, and the Fertile Crescent. The highlands are mountains in the northern arc of Southwest Asia. Moisture from these mountains feeds the Tigris and Euphrates rivers, the two most important waterways in Southwest Asia.

The Arabian Peninsula is a large flat land with steep sides, much like a tabletop. Much of the peninsula is desert. Saudi Arabia is the largest country on the peninsula. To the north of the peninsula is the Fertile Crescent. It contains fertile lands in the shape of a partial moon. Parts of Iraq, Syria, Lebanon, Israel, and Jordan, and parts of the Tigris, Euphrates, and Jordan rivers are located here.

Many of the people in North Africa and Southwest Asia are subsistence farmers—they are able to grow only enough to feed their families. They work hard and remain poor. Many farmers have been forced to go to the cities in search of work. Some of the cities are badly overcrowded and many of the people live in poverty and poor health.

Suggested Activities

Study the Orgins and Spread of Language. Conduct research on the origins and spread of language and writing styles. [A valuable resource is found in William Allman, "The Roots of Language," *U.S. News and World Report*, November 5, 1990, pp. 60-70.] Make maps to show the spread of language among early cultures in the region. Bring to class newspapers from any of the countries of this region. If possible, invite a guest who can read the newspapers in the native language and translate. Discuss the importance of language to the survival of the people or culture. Discuss the spread of languages through contact with other cultures. Make a list of words that originated in this region, but are commonly used in American culture today.

Create a Language. Form small groups and create a secret code for writing messages. It could be hieroglyphics or another special code. Write a key for reading the secret code. Teams can exchange messages and use the key to interpret each other's messages.

Analyze Clothing Styles. Study climates and deserts in the region. Study clothing styles of the traditional people in the region. Show the effect of the environment on the way the people dress. Show the effect of religious and cultural beliefs on clothing styles for men and women. Present to the class dolls dressed according to the styles of the region. Discuss advantages and disadvantages for regional dress over modern Western styles.

Study Native Art and Music. Identify musical instruments and art forms. Compare and contrast with American forms.

Become Familiar with Architecture. Identify styles of architecture of residences and religious buildings. Use cardboard to construct a typical home or religious building. Design and add landscaping. Discuss the impact of the desert climate on architecture. Discuss the skills/jobs available in building and landscape architecture.

Discover and Prepare Middle Eastern Food. Identify fruits and vegetables grown in the desert or Mediterranean climates. Discuss the importance of irrigation. Construct an oasis area where people live and grow crops. Identify American foods that are imported from the region. If relevant, use a map of your city and place pins with flags to indicate restaurants that serve Middle Eastern cuisine. Prepare dishes from the Middle East and have a special celebration in class.

Create Displays. Locate and display pictures showing different landscapes, residences, dress, transportation, and foods.

Study Oil Production. Conduct research on oil fields and pipelines in the region. Prepare maps that show the production sites and the movement of oil out of the oil-producing countries.

Follow the Price of Oil. Follow gasoline prices for a period of time. Graph or chart the price changes. Discover why the prices change. Discuss the importance of oil in America's economy.

Research Ancient Cultures. Research ancient cities and kingdoms including Babylon, Sumer, Assyria, and Egypt. Discuss the contributions of these places. Find pictures and build models of structures from any of these places (e.g., pyramids on the desert). Discuss how ancient ruins give us information about life in the past.

Recall

Fill in the Blanks

Use the word list to complete each statement below. Write the correct answer on each line.

Arabian Peninsula
irrigate
mosque
population density
monarchs
revenues
landlocked
oasis
Suez Canal
Mesopotamia

1. Crops cannot be grown in the desert unless farmers can __________________, or channel water to their fields.

2. Early civilizations began in __________________, the land between the Tigris and Euphrates rivers.

3. The governments of many of the oil-rich countries are ruled by __________________, or kings.

4. __________________ from the sale of oil help governments build modern cities.

5. Jordan is __________________, or surrounded by other lands and has no direct outlet to the sea.

6. The __________________ of North Africa and Southwest Asia is about 51 people per square mile of land.

7. The religion of Islam began on the ____________________, the homeland of Mohammed.

8. An ____________________ is a place in the desert where water comes to the surface of the ground.

9. Ships can pass from the Mediterranean Sea to the Red Sea through the ____________________ in Egypt.

10. Followers of Allah hold their worship services in a ____________________ .

Multiple Choice

Circle the letter of the correct answer.

11. The region of North Africa and Southwest Asia extends across __________ .
    a. Africa and Europe
    b. Asia and Europe
    c. Africa and Asia

12. The climate which most influences life in North Africa and Southwest Asia is __________ .
    a. Mediterranean
    b. desert
    c. steppe

13. Mountains are important in the region because __________ .
    a. they are the sources of rivers and springs
    b. they hold vast reserves of petroleum
    c. winds from mountain tops cool the land

14. One of the reasons there are few climate regions in North Africa and Southwest Asia is that ____________ .

    a. it extends across many degrees of longitude
    b. it is located in a very narrow band of latitudes
    c. it lies far up in the high latitudes

15. The most important natural resource that is in short supply in North Africa and Southwest Asia is ____________ .

    a. oil
    b. land
    c. water

16. Most people in North Africa and Southwest Asia make a living by ____________ .

    a. working in towns and cities
    b. producing and exporting oil
    c. subsistence farming

17. The existence of Israel has resulted in conflict between Arabs and Jews because ____________ .

    a. Israel has the greatest number of oil reserves
    b. both the Arabs and Jews claim Palestine as theirs
    c. Israel is an ally of the United States.

18. The religion practiced by most of the people in the region is ____________ .

    a. Judaism
    b. Christianity
    c. Islam

19. Most of the people of North Africa and Southwest Asia are concentrated in areas ____________ .

    a. in the mountains
    b. near large cities and towns
    c. in the Sahara Desert

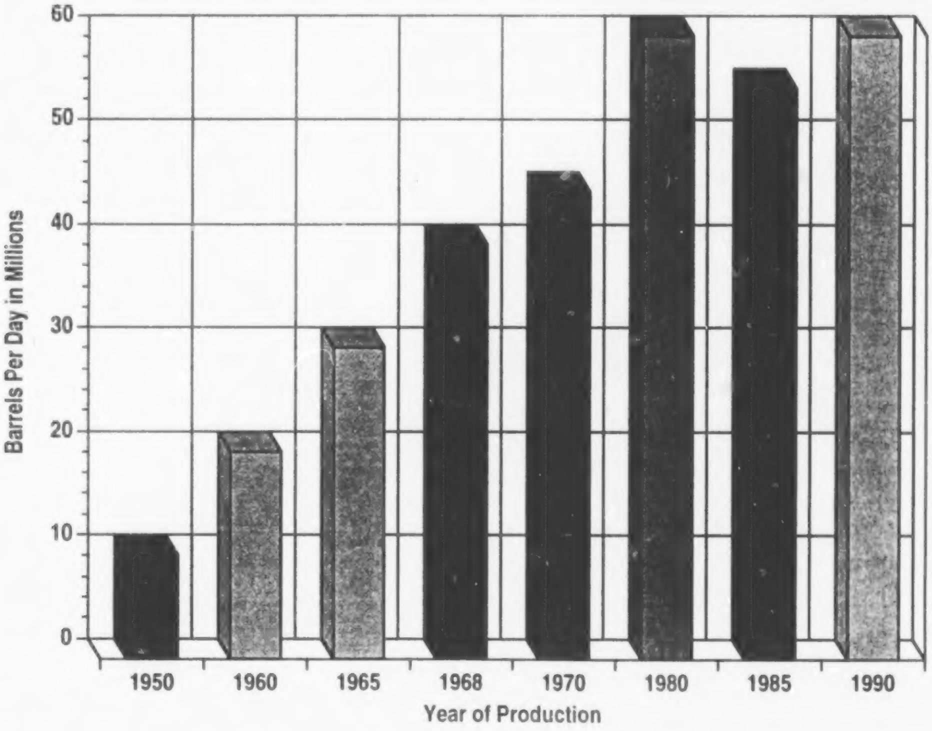
S

20. The discovery of oil in the region has resulted in ________.

   a. a high standard of living for all the people
   b. the end of commercial agriculture
   c. riches for only a few Arab countries

Multiple Choice

Study the graph below; then, circle the letter of each correct answer.



World Crude Oil Production

21. According to the graph, the year of lowest world crude oil production was ________.

   a. 1950
   b. 1970
   c. 1985

22. According to the graph, the largest increase occurred between ______.

a. 1970 and 1980
b. 1965 and 1968
c. 1950 and 1960

23. ______ was produced in 1980 and 1990.

a. Forty billion gallons of oil
b. Fifty billion gallons of oil
c. Sixty billion gallons of oil

24. ______ is the only year on the graph that shows a decline in oil production.

a. 1990
b. 1985
c. 1970

25. Oil production since 1950 has ______.

a. steadily decreased
b. remained about the same
c. steadily increased

Matching

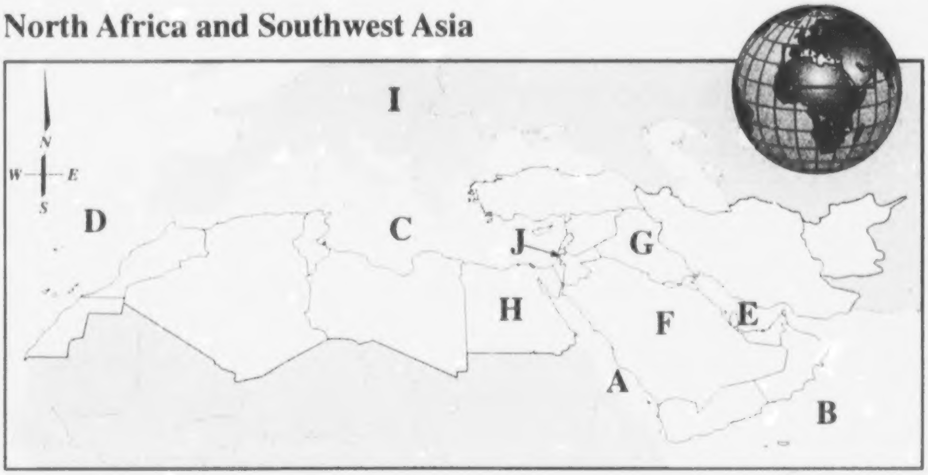
Use a map, if needed, to match the country with its capital city. Write the letter of each correct answer on the line provided.

	Countries	Capital Cities
_____	26. Egypt	a. Jerusalem
_____	27. Saudi Arabia	b. Cairo
_____	28. Israel	c. Rabat
_____	29. Iraq	d. Baghdad
_____	30. Morocco	e. Riyadh

Identification

Use the map to identify important regions and water bodies. Write the correct letter by each place listed below.

North Africa and Southwest Asia



_____ 31. Mediterranean Sea

_____ 32. Persian Gulf

_____ 33. Atlantic Ocean

_____ 34. Egypt

_____ 35. Red Sea

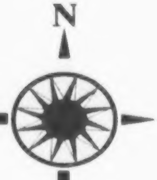
_____ 36. Europe

_____ 37. Israel

_____ 38. Arabian Peninsula

_____ 39. Tigris-Euphrates River Valley

_____ 40. Arabian Sea



True or False

Write **true** *if the statement is correct. Write* **false** *if the statement is* **not** *correct.*

__________ 41. North Africa and Southwest Asia are located in the southern hemisphere.

__________ 42. The Nile River drains Africa from north to south.

__________ 43. Africa is separated from Saudi Arabia by the Persian Gulf.

__________ 44. All of this region lies in the low latitudes.

__________ 45. The largest desert in the world, the Sahara Desert, is on the continent of Africa.

__________ 46. This region extends further east to west than from north to south.

__________ 47. All of the countries of North Africa and Southwest Asia are located along a major ocean, sea, or gulf.

__________ 48. The Atlantic Ocean forms a western boundary of this region.

__________ 49. The Strait of Gibraltar separates North Africa from Spain.

__________ 50. The Tigris-Euphrates rivers begin in the mountains of Turkey.

Keys

Multiple Choice (p. 76)

1. d.
2. b.
3. a.
4. b.
5. d.

Short Answer (pp. 82-83)

1. These valleys are close to a water supply, which the people needed to survive and prosper.
2. Babylonians and Egyptians
3. republics, military republics, kingdoms; republic
4. oil and the nation of Israel
5. Judaism, Christianity, Islam
6. to spread Islam
7. France, Italy, Great Britain
8. Suez Canal

Mapping (p. 89)

Correct answers will be determined by the teacher.

Completion (p. 90)

Algeria-Algiers
Tunisia-Tunis
Libya-Tripoli and Benghazi
Saudi Arabia-Riyadh
Iraq-Baghdad
Iran-Teheran
Syria-Damascus
Turkey-Ankara

Fill in the Blanks (pp. 91-92)

1. north
2. northern
3. both east and west; most of it is east
4. Mediterranean Sea
5. Red Sea
6. Persian Gulf
7. Strait of Gilbraltar
8. Saudi Arabia
9. Mediterranean Sea
10. Persian Gulf
11. Algeria
12. water
13. Algeria; Tunisia

Mapping (p. 93)

Correct answers will be determined by the teacher.

Agree or Disagree (p. 94)

1. Disagree; This region has hills, plateaus, and mountains.
2. Agree
3. Agree
4. Disagree; Most of the Arabian Peninsula is on a plateau, more than 1,640 feet above sea level.
5. Disagree; Most of the high elevations are found in the northeast

Mapping (pp. 95-96)

Correct answers will be determined by the teacher.

Mapping (p. 97)

Correct answers will be determined by the teacher.

Multiple Choice (pp. 98-99)

1 c.
2. a.
3. b.
4. b.
5. b.
6. c.
7. c.

Keys

Fill in the Blanks (pp. 104-105)

1. The Dry World
2. Mediterranean Sea
3. subsistence farmers
4. fruits, olives, figs, nuts, cotton, rice
5. urban
6. city dwellers
7. oil and natural gas
8. Revenues
9. Gulf, Libya, Algeria
10. pipelines

Multiple Choice (pp. 110-111)

1. a.
2. b.
3. c.
4. b.
5. a.
6. c.
7. b.
8. a.
9. c.
10. c.
11. a.
12. b.
13. c.

Multiple Choice (pp. 114-115)

1. a.
2. c.
3. a.
4. b.
5. c.
6. b.
7. c.

Completion (p. 121)

Correct answers will be determined by the teacher.

Matching (p. 122)

1. B.
2. E.
3. F.
4. K.
5. A.
6. C.
7. D.
8. H.
9. J.
10. I.
11. G.

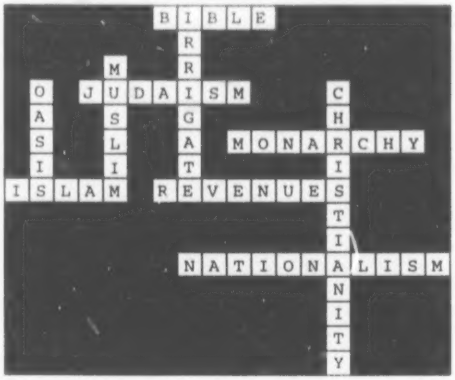
Completion (p. 125)

Correct answers will be determined by the teacher.

Identification (p. 126)

1. Jerusalem
2. Bedouins
3. oil reserves
4. commercial agriculture
5. Old Testament
6. Jewish people
7. Arab world
8. Quran

Solve (p. 127)


BIBLE
IRRIGATE
MUSLIM
JUDAISM
OASIS
MONARCHY
CHRISTIANITY
ISLAM
REVENUES
NATIONALISM

Keys

Recall (pp. 75-81 TG)

Fill in the Blanks

1. irrigate
2. Mesopotamia
3. monarchs
4. Revenues
5. landlocked
6. population density
7. Arabian Peninsula
8. oasis
9. Suez Canal
10. mosque

Multiple Choice

11. c.
12. b.
13. a.
14. b.
15. c.
16. c.
17. b.
18. c.
19. b.
20. c.

Multiple Choice

21. a.
22. a.
23. c.
24. b.
25. c.

Matching

26. b.
27. e.
28. a.
29. d.
30. c.

Identification

31. C.
32. E.
33. D.
34. H.
35. A.
36. I.
37. J.
38. F.
39. G.
40. B.

True or False

41. False
42. False
43. False
44. False
45. True
46. True
47. True
48. True
49. True
50. True

Unit 6: Africa South of the Sahara

Overview

The Sahara Desert separates Subsaharan Africa from its northern neighbor, North Africa. The region's western border is the Atlantic Ocean; its eastern border is the Indian Ocean; and to the northeast lies the Red Sea. This region is known as the *cradle of humanity*. *Archaeologists* believe that the ancestors of the first humans existed here more than five million years ago.

Today, there are over 2,000 different cultural groups who speak more than 800 different languages and dialects living in Subsaharan Africa. The physical geography of this region has helped to keep some cultural groups separate from one another. Some cultural groups have chosen to remain isolated to protect their traditional ways and customs. Different cultures have developed different ways of life to fit different physical environments.

Most of Subsaharan Africa sits atop a giant plateau. The plateau is drained by several major rivers, including the Zaire, the Zambezi, and the Niger.

The Equator divides the plateau in half. Along the Equator is a tropical rainforest. The hot and wet rainforest is bordered to the north and south by savannas, with rainy summers and dry and dusty winters.

To the north and south of the savannas are large deserts. In the north is the Sahara. In the south are the Kalahari and Namib deserts. The Namib, like the Sahara, is hot and dry. However, parts of the Kalahari get enough rainfall for grasses and shrubs to grow.

Geographers often divide this region into four areas, each with its unique features. Central Africa is where the giant plateau dips, forming the Zaire River basin. East Africa contains the *Great Rift Valley*, a large trench with steep walls that runs from Ethiopia into Southern Africa. West Africa is the largest area of coastal lowlands in Subsaharan Africa. Southern Africa contains the Great Escarpments. *Escarpments* are very steep cliffs.

The economy of this region has suffered from a legacy of colonial rule, conflict, corruption, and a harsh environment. The political borders of these nations were drawn by foreign nations. These borders often separated cultural groups and brought together warring groups. After independence differences between native groups contributed to civil wars—thousands have died and valuable resources and property have been destroyed.

Some African governments have been run by corrupt politicians. Many of the governments are still young and just learning the art of governing.

The harsh environment makes it difficult for people to produce enough food for survival. The harsh environment also makes it difficult for people to locate and use their many natural resources.

These economic obstacles are slowly being overcome by some nations.

Suggested Activities

Discover African Wildlife. Research African wildlife refuges or game preserves and national parks. Use reference books, pictures of African animals, maps of Africa with national parks shown, and outline maps. Draw and label the national parks and/or wildlife refuges on maps. Create a map index of the refuges and parks.

Use the completed maps as the focus of a mural or poster of African wildlife. Pictures may be obtained from magazines such as *National Geographic*, or draw your own.

Individually or in groups select an animal and find out where it lives, its habits (e.g., food, homes, "family" life, young), major threats to its existence, etc. Report on findings or illustrate by collage.

Contact agencies and societies whose goal is to preserve wildlife refuges and parks. Gather information or invite a naturalist to come speak to the class about endangered animal species—locally or globally.

Learn about Mountain Gorillas. (The following exercise is used with permission from *Geoguide Lesson Plan*, provided by the National Geographic Society, 1995.)

Materials needed: (optional) "Mountain Gorilla Investigation Data" chart; ruler, paper, pencil, maps of Africa, enlarged maps of Rwanda, Zaire, and Uganda; an abundant supply of lettuce, celery, bamboo shoots, radishes, raw spinach, and other raw vegetables that require considerable effort and time to chew; Diane Fossey's articles "The Imperiled Mountain Gorilla" *(National Geographic*, April 1981); "More Years with Mountain Gorillas" *(National Geographic*, October 1971); "Making Friends with Mountain Gorillas" *(National Geographic*, January 1970).

Divide into small investigative teams. [Explain that Rwanda, Zaire, and Uganda are three African countries where mountain gorillas live.]

Understand the Topography and Climates. Refer to maps of Africa to find roads, lakes, rivers, major towns, mountains, and national parks of Zaire, Rwanda, and Uganda.

1. What natural formation determines the border between Rwanda and Zaire? [Mountains]
2. What is the name of the mountain where Rwanda, Zaire and Uganda meet? What is its elevation? [Mount Sabinyo; 11,923 feet above sea level]
3. What long river begins in Uganda and flows north into the Mediterranean Sea? [Nile]
4. What large lake borders Uganda on the south? [Lake Victoria]
5. Lake Kivu acts as a natural boundary between Rwanda and what other country? [Zaire]
6. Through which countries does the Equator run? What kind of temperatures and precipitation would you probably find at low elevations in these countries? [Gabon, Congo, Zaire, Uganda, Kenya, Somalia; tropical rainforest with hot temperatures and heavy rainfall]
7. Why are temperatures in the mountains much cooler than those along the forest floor? [Air cools at higher elevations.]

Mountain Gorilla Investigation Data

Country	Area in Square Miles	Population (est. 1991)
Zaire	905,500	38,000,000
Rwanda	10,169	7,902,000
Uganda	93,354	18,690,000

Characteristic	Data
Weight	Mature Males—more than 400 pounds Mature Females—about 200 pounds
Growth	Males—nearly six feet tall when standing; outstretched arms can span eight feet.
Walking	Walk on all fours; feet and knuckles in contact with the ground.
Communication	Hooting, beating their chests, strutting, and slapping vegetation against the ground. Deep rumblings—contentment Sharp grunts—annoyance Screaming—anger High-pitched barks—curiosity Roars—aggression Chuckles—playfulness

Dramatization. Act like gorillas. Assume the role of a mountain gorilla and carry out several tasks such as locomotion, communication, and eating.

Locomotion. Assume the posture described in the chart above and "walk" like a gorilla. Then, assume the same posture, but walk on your knees instead of your feet. Next, walk on your knees and knuckles without your feet touching the ground. Walk for at least 30 seconds.

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Discussion Questions:

a. What difficulties did you experience? Why?

b. Which tired first—legs or arms? What would happen to your knuckles if you walked this way for a long time?

Communication. Form two gorilla groups of about eight each. Select an attitude or mood. Example: contentedness or anger. Communicate with the gestures, postures, and vocalizations listed above to show your mood.

Ask the nonparticipating students to quietly observe and identify the meanings of the sounds and gestures. Have them write down their impressions of what is happening in the "gorilla" group and check accuracy.

Discussion Questions:

a. How difficult was it to interpret gorilla gestures?

b. How do humans communicate with each other? What are some similarities with gorillas? Differences?

Diet. Distribute the food in bowls around the room. Munch on the vegetables until everyone has filled his or her stomach.

Discussion Questions:

a. How much food of this kind did it take to fill your stomach?

b. How much time did it take to chew a meal of raw vegetables?

c. How much time would it take to find enough vegetables to satisfy your hunger?

d. Why does a mature male gorilla spend so much time foraging for food and eating?

e. What would happen if humans fed themselves in the same way?

f. In what ways are gorillas and humans different? (e.g., body structure, length of arms to body or legs, ways of communicating and eating)

g. In what ways are they alike?

Make Flags, Buttons, or Stickers. Indicate your awareness of the threat to mountain gorillas with an informative design.

[Students may want to contact the Diane Fossey Gorilla Fund, 45 Inverness Drive East, Suite B, Englewood, CO 80112-5480, 1-800-851-0203.]

Create a Map. Use newsprint and markers to create a map of Africa that shows the ancient kingdoms, various African tribes, and large river systems.

Explore River Systems. Learn more about the large river systems in Africa such as names, locations, descriptions, and aquatic life found in the rivers.

Learn from Guest Speakers. Invite guests from Africa. Have them describe African family life, recreation, and education.

Study Dress and Jewelry. Create a display of native African dress and jewelry. Explain what the designs and colors mean.

Draw Inferences and Make Generalizations. Read the passage below, "The Society of Mu." Then draw inferences from your reading and the map "Temperature Zones of the World" to answer the questions that follow. Finally, use your knowledge to develop generalizations about the influence of geography, or natural environment, on any society (see "Generalization about Data").

The Society of Mu

Mu is a small society of about 100 people who live in a dense, forested area of the world. The weather is always hot and rainy. The forest is filled with a rich variety of trees, shrubs, beautiful flowers, and tasty fruits.

The people of Mu wear very little clothing. Their clothing and their jewelry are made from animal skins, fibers, and articles found in the forest.

The men of Mu hunt and fish to feed their families. They use spears and bows and arrows to catch their food. When they have a good catch, all the people have a big feast and celebration. Even if the catch is small, it is shared by the entire society. Anyone who does not share his food is punished.

When the men go on a hunt, they paint their bodies in bright colors. The paint keeps bad spirits away and brings the hunters good fortune. The women and children sing a chant as the men leave on a hunt.

In Mu, the older men form a council. The council helps people solve their problems. The young men are taught how to help people, too. They will become a part of the council when they are older. Women are not allowed to serve on the council.

The women tend the small children. They often take the children to swim in pools near great waterfalls. When the children reach age four or five, the young boys join their fathers to learn to hunt and fish. The young girls follow their mothers around to learn the skills of women.

The women also tend small gardens of beans and squash. They enjoy working together to prepare daily meals. While they work, they exchange gossip. They discuss possible mates for their children.

I. Analyzing and Drawing Conclusions

Conduct an investigation of the society of Mu. Use the concepts and questions below to analyze, or explain, the society of Mu. Answer each question and be prepared to discuss your findings.

The Four Basic Social Science Concepts

Economic System: *The study of how people use their resources to make a living.*

1. What are the resources (natural, human, technological)? ______________________
2. What goods are produced? ______________________
3. How are goods produced? ______________________
4. Who gets the goods (distribution)? ______________________

Political System: *The way people govern themselves.*

1. Who are the leaders? ______________________
2. How are they chosen? ______________________
3. What are the branches of the government and what are their responsibilities? ______________________
4. What rights do the citizens have? ______________________

Social and Cultural System: *The way people live their everyday lives.*

1. Describe the typical family. ______________________
2. What are the major religions and their main ideas? ______________________
3. What is the most common language? ______________________
4. What games, art, and music do the people enjoy? ______________________

Geography and Natural Environment: *The study of the earth's surface.*

1. What is the absolute and relative location? ______________________
2. What are the landforms? ______________________
3. What is the climate? ______________________
4. What is the common vegetation? ______________________

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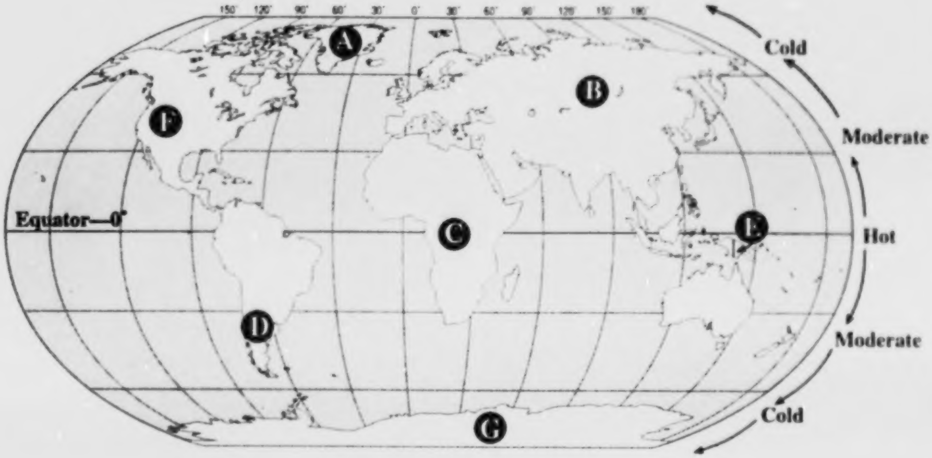
Temperature Zones of the World



II. Making Inferences about Data

An *inference* is a conclusion that is reached by studying facts.

In the map above, the letters A-G are the locations of Mu and other societies. Use the information about Mu and the temperature zone map of the world to make inferences *about the location of Mu on the earth's surface. Choose the most correct ending to complete each statement below.*

1. The regions with the warmest temperatures are located ____________________.

   a. north of the Equator
   b. south of the Equator
   c. along the Equator

2. As you move away from the Equator the temperatures ____________________.

   a. become colder
   b. stay the same
   c. become hotter

3. The society that must wear the heaviest clothes is ____________ .

   a. F
   b. G
   c. C

4. Most of the year, the temperatures of society A and G are probably ____________ .

   a. cold
   b. moderate
   c. hot

5. Two societies that are located in a region of moderate temperatures are ____________ .

   a. B and E
   b. D and F
   c. C and A

6. The society of Mu could *not* be located at either ____________ .

   a. A or F
   b. G or B
   c. any of the above

7. Most likely, Mu is located at either ____________ .

   a. A or D
   b. B or F
   c. C or E

8. Mu must be located ____________ .

   a. far north of the Equator
   b. near the Equator
   c. far south of the Equator

9. Geography ____________ the way of life in any of the societies identified on the map.

   a. does not influence
   b. barely influences
   c. greatly influences

III. Recognizing Data on a Map

Refer to a political map of the world. Write the correct names on the lines below.

1. Identify the two countries in which Mu might be located. Write the names of the countries beside the correct letter.

Country

C— ____________________________

E— ____________________________

2. Identify the countries in which the other societies might be located.

Country

B— ____________________________

D— ____________________________

F— ____________________________

G— ____________________________

IV. Generalization about Data

A *generalization* is a broad statement about a group of facts.

Based on what you have learned, write a generalization *about the influence of the geography, or natural environment, on any society. Your generalization should consist of at least two or three sentences. Be sure you can support your generalization with examples. Be prepared to discuss your generalization with the class.*

Learn How to Manage Land and Food. (The following exercise is used with permission from *Connections: Linking Population and the Environment*, produced by The Population Reference Bureau, Inc.)

Living on the Edge

Introduction

The factors leading to land degradation are complex. In this simulation, students will play the parts of villagers in the mythical village of "Goma," somewhere in the Sahel region of Africa. As the village changes from 1960 to 1990, students will be able to examine the roles that natural events (e.g., droughts, population growth, and other human factors) play on land use and food supply.

Learning Objectives:

Students will:

1. Understand the relationship between population growth and land use.
2. Describe other human factors and natural influences that affect land use.
3. Explain how these factors may join to affect the rate of desertification in arid and semi-arid regions of Africa.
4. Discuss strategies that could be used to fight desertification or to deal with the factors affecting desertification.

Skills to Be Developed:

1. Simulation
2. Problem-solving

Vocabulary to Be Developed:

drought cycles
desertification
fallow
Sahel

Time Needed: 2 days

Materials:

yarn, string, or masking tape
10 pieces of green tissue paper
30 spoon-size shredded wheat, unseasoned croutons (or other bland bite-sized food item)
Sign "Goma Village"
narrators' cards [see pp. 103-104]
videotape: *Road to Ruin*

paper plate
two 14 oz. bags of Hershey Kisses
12 small plastic bags
Sign "The Big City"
decision-making cards [see pp. 105-106]

Preparation

1. Arrange yarn in a closed circle to represent the village. All of the students in the class should be able to stand in this village. Also arrange yarn for the shape of "The Big City," about half the size of the village.
2. Place the appropriate signs near each area.
3. Cut out the narrators' cards and the decision-making cards. Write the appropriate population size, number of deaths, and number of migrants in the blanks on the cards. [See charts and special instructions for numbers, which are dependent on class size.]
4. Count out the appropriate number of Kisses and shredded wheat [see instructions in the script] and place in plastic bags. Use one bag for each kind of food for each year.
5. Crumple up the 10 pieces of tissue paper and throw them inside the village area.

Teacher's Script

Today we are going to participate in a simulation called "Living on the Edge." This will help give you an idea of the lifestyles of a settled population in the Sahel region of Africa.

[You may wish to show students this region on a map.]

Sahel is an Arabic word that means "shore." In this case, it indicates the fragile belt of grasses and forests that stretches across northern Africa for 3,000 miles, from Senegal to Somalia, and separates the Sahara from the southern equatorial rainforests. These people live in an area where is it important to keep a balance between humans and the environment; people living in this area depend upon the land for their survival.

First, I'm going to need some of you to come up and be Goma villagers.

[Quickly count out the number on the chart below for 1960. Randomly distribute the Narrators' cards to students, including those who are not villagers. Let students become situated.]

This village needs a chief. The chief makes decisions about the use of resources in the town. Who would like to be the chief?

[If no one volunteers quickly appoint someone.]

We also need someone to be the keeper of the trees. The green paper represents trees; this is your only resource besides your farming land.

[Appoint someone.]

Your job is to plant or cut down trees according to the instructions of the chief.

Can we hear from the Anthropologist please?

[While the anthropologist is reading the card, give the chief food (Hershey's kisses) *and the decision-making card for 1960.]*

Chief, this is your food for this year. This is the food that is grown naturally in this area. An adequately-fed person receives one unit of food; each item represents one item of food. You may distribute the food now.

Now we would like to hear from the Goma Historian.

[While the person is reading, quietly send the appropriate number of villagers into the area and give the chief the decision-making card for 1970. For this and future rounds make sure the chief distributes the correct amount of food and orders the keeper of the trees to get rid of the appropriate number of trees.]

Now we would like to hear from the Agricultural Expert.

[While the person is reading, send villagers into the area, give the chief the decision-making card for 1975, see that trees are used for fuelwood, and make sure that he or she trades a tree for some food. Give him or her the appropriate trade (see information on class size in the chart below), *but give him or her the blank food* (e.g., shredded wheat instead of the candy).]

Now we would like to hear from the Meteorologist.

[Send in villagers, give chief the 1980 decision-making card, make sure the forest is cut for fuelwood, and see that two trees are used to trade for food.]

Now we would like to hear from the Obstetrician.

[It is 1985. In addition to the tasks listed above, the chief must appoint a person to die and send migrants to the city. Decrease the size of the village by one-third by shortening the yarn.]

Now we would like a report on the region. Let's hear from the Reporters.

[It is 1991. There are no trees left so natural food (i.e., Hershey's Kisses) is distributed, a donation equal to a tree trade is received, more people die and migrate.]

Number of Goma Villagers to be Added per Round, by Class Size

Class Size	1960	1970	1975	1980	1985	1991
20	10(10)	2(12)	1(13)	2(15)	2(17)	3(20)
25	12(12)	3(15)	2(17)	2(19)	2(21)	4(25)
30	15(15)	3(18)	2(20)	3(23)	2(25)	5(30)
40	20(20)	4(24)	3(27)	3(30)	4(34)	6(40)
# of trees remaining at end of round						
	10	7	5	2	0	0

(numbers in parentheses are the total numbers of Goma people to be either in the village or in the city or dead at the end of each round)

Number of Naturally Grown Food Units to be Distributed Each Round (Hershey Kisses)

Class Size	1960	1970	1975	1980	1985	1991
20	12	11	11	7	10	8
25	14	13	13	8	12	10
30	18	17	17	11	15	12
40	24	22	22	14	20	16

Number of Traded or Donated Food Units to be Distributed Each Round (Bland Food Item)

Class Size	1960	1970	1975	1980	1985	1991
20	0	0	3	6	6	3
25	0	0	4	8	8	4
30	0	0	4	8	8	4
40	0	0	5	10	10	5

Special Instructions:

If your class size is 20...
your trees will trade for three units of food. In 1970 you eliminate three trees due to cutting for fuelwood; one in 1975; and one in 1980. One tree is traded during 1975, and two in 1985. In 1991, two of your residents die and six migrate to "The Big City."

If your class size is 25...
your trees will trade for four units of food. One tree is traded during 1975, two during 1980, and two in 1985. In 1970 you eliminate three trees due to cutting for fuelwood; one in 1975; and one in 1980. In 1985, one of your residents dies and one migrates to "The Big City." In 1991, there are three deaths and eight migrants.

If your class size is 30...
your trees will trade for four units of food. One tree is traded during 1975, two during 1980, and two in 1985. In 1970 you eliminate three

trees due to cutting for fuelwood; one in 1975; and one in 1980. In 1985, one of your residents dies and two migrate to "The Big City." In 1991, there are three deaths and eight migrants.

If your class size is 40...
your trees will trade for five units of food. One tree is traded during 1975, two during 1980, and two in 1985. In 1970 you eliminate three trees due to cutting for fuelwood; one in 1975; and one in 1980. In 1985, one of your residents dies and three migrate to "The Big City." In 1991, there are three deaths and nine migrants.

Post-Simulation Wrap Up

After the last round, have students return to their seats and discuss and evaluate the decisions that were made by the chief and the results of the decisions. What would they have done? Discuss the problems that the tribe faced and other possible solutions. Watch the videotape *Road to Ruin*.

After students have learned about the Sahel, the simulation could be re-enacted. This time, let students make their own decisions.

Anthropologist

It is 1960. The Goma tribe, consisting of a population of____________ people, lives in a village in the Sahel region of Africa. This is a semi-arid region, characterized by sparse, low brush, occasional clusters of trees, and growing expanses of desert. Because of their new well, dug with the assistance of the Peace Corps, the Goma have been able to settle in this area. They survive by growing crops and raising livestock.

Goma Historian

It is 1970. Our population has grown to _________. Our people used to be nomadic, moving every few years to allow the land to regain its nutrients. But we have now become settled because of closed boundaries and the availability of water from our well. Because we have not left our land fallow, it has lost some of its ability to grow crops, so we cannot produce as much food as before. And we are using more of our trees for fuelwood. But we still have a decent way of life.

Agriculturalist

It is 1975. The population is_________________. Because of overcropping, overgrazing, and the destruction of the forest, the land is becoming severely degraded. The Goma have received donations of fertilizer from a rich donor and managed to maintain their level of food production, but did not grow enough food to feed their people. They were forced to sell one of the trees to obtain cash to purchase food. The clearing of the forest is causing erosion, leading to further degradation of their land.

Meteorologist

It is 1980. The population of Goma is _________. The Goma are in the middle of an area experiencing a drought. Their food production has dropped dramatically. The area in which they live has experienced periodic dry spells from as far back as 100,000 years ago. But because their population has increased and the tribe is settled, they are hit harder. In order to survive they have been forced to sell two more of their trees.

Obstetrician

It is 1985. I have brought more people into the Goma village. The population now stands at ____________ . The drought is over, but the land has been severely degraded. All of the people cannot be supported. They are forced to sell their last two trees to provide food for the people. Still, some of their young men move to "The Big City" to look for work. Infants die from diarrhea. On top of that, the government has decided to use part of their land for cash crops, so that the growing urban population can be supported.

Reporter #1

It is 1991. The population in the Sahel region has doubled since 1960. Tribes such as the Goma live on the edge of survival. Many members of their tribe have moved to urban areas, where 40 percent of the Sahelian population lives. But even there, they face harsh conditions. Because these people live in such a precarious environment, because of their rapid population growth and their extreme poverty, they live only to survive today. Saving the environment can only come after they save themselves. Let's go to my colleague who is reporting from the Goma village.

Reporter #2

The people in this village are facing very difficult times. The drought earlier in the decade, along with deforestation and overcropping, has led to a severe decline in the productivity of the land. The government has taken over the best pieces of land for cash crops. Their harvests have been meager. They did receive a donation of food from Japan, but it was not enough. ____________ of their young people have moved to "The Big City" and ______________ people died this year. Life here is very uncertain.

1960

You will have extra food. Hand out one piece per person. Save extra for the next round.

1970

Use the surplus food from the last round and save any extra. Your tribe has used three trees for fuelwood between 1960 and 1970. Instruct the Keeper of the Trees to get rid of three trees.

1975

You do not have enough food units and your surplus won't add enough. You decide to sell one tree which will get you __________ extra units of food. Unfortunately, this food is not like the natural food in your area and the people in your village are reluctant to eat it. You must decide who gets the foreign food. Save any surplus for the next round. You have also used one tree for fuelwood.

1980

You do not have enough food units and your surplus won't add enough. You decide to sell two trees for __________ units of food. You have also used one tree for fuelwood during this period.

1985

You do not have enough food units to feed your population. You sell your last two trees for __________ of food. You ____________ young men (man) to "The Big City" to work and send money back to the village. __________ infant(s) die(s) from diarrhea.

1991

You do not have enough food units to feed your population. You receive ________ units of food from donor countries. You send ________ young men(man) to the city to look for work. ________ people(person) die(s) from various infectious diseases.

Imagine a Safari. "Participate" in a safari by completing the following exercise. [Divide the class into groups of five students.]

African Safari

Team No.: ____________________

Team Members: ____________________ ____________________

____________________ ____________________

You lucky devils, you! You have won first prize of a Grand Safari to Africa. But beware—you must follow the directions exactly or you might get lost and we'd never see you again. (There is another prize for the first team to complete the whole journey correctly! Just follow the directions below.)

Directions: *Follow the tour outline and fill in all the blanks. Use a desk map to mark the route of your safari. Be sure to label all cities, bodies of water, landforms, etc., mentioned as part of the tour. Be as accurate and neat as possible. Check your spelling!*

1. You leave New York City at 7 a.m. (EDT) and fly nonstop eastward across the ________________ Ocean. Eight hours later, about ________________ p.m. (*local* time), your plane crosses the ________________ Islands (about 40° N/28° W), then turns SE to land in ________________, the capital city of Morocco. You had a pleasant trip, but you're eager to get on with the safari so you immediately board another plane which will take you to (16.46° N/ 3° W) ________________, a famous old city in Mali.

2. There is a short sightseeing jaunt; then it's on to a long canoe trip up and down the ________________ River as far as Kainji Lake. Here, you debark and tour the Zugurma and Borgu Game Reserve. A helicopter then picks you up and takes you to (coordinates app. 7° N/30° E) ________________, the *old* capital city of Nigeria. Here you can watch the people dyeing cloth in the pits and observe local crafts. All of you take a quick swim in the Bight of ________________ before going on.

   Define **bight** *here:* ____

3. Next, take a jeep to ________________, the capital city of Ghana, where you enjoy a feast in your honor at noon. Bring out your videocamera—there will be singing and dancing.

4. Your next destination will be 0° lat./10° E in ________________, the capital city of Gabon. This is where the real safari begins.

5. Boarding sturdy Land Rovers, your party travels SE across the country of ________________, reaching its capital city of ________________ late in the evening. Tonight you sleep in tents and wonder what those strange sounds might be.

6. Next day, you drive to Kinshasa, the capital city of ________________, arriving around 1:00 p.m. After being issued a pith helmet, safari suit, and boots, you're ready. You will be able to get some real animal shots as you enter the jungle and travel by canoe up the ________________, or Congo, River. The evening sun is dropping over the thick rainforest. It's going to be a dark night. Look out for pythons and boa constrictors when you sleep on the ground.

7. Upriver, you stop briefly at Kisangani, Zaire, which used to be called ________________. There, you ride elephants overland through Burundi, until you reach Lake ________________ in the ________________ Valley. Since you're tired, a helicopter is ready to fly you further eastward to a lush resort near Mount ________________ (3° S/37° E). The peak of this volcano is almost ________________ feet above sea level, and it is snow-covered even in the summer.

Write a brief explanation of why this mountain peak is snow-covered in the summer.

____

____

8. Drive eastward until you reach the __________________ Ocean; then continue southward along the coast to the approximate coordinates 7° S/39° E. There a boat is waiting to take you to the exotic little island of Z__________________ . After a fun day, the boat takes you southward to Dar es Salaam, the capital city of __________________ .

9. By plane, you backtrack NW across the Serengeti Plain to Kampala, Uganda (coordinates app.: __________________), and visit the largest lake in Africa—Lake __________________ . Write home, stock up on supplies (don't forget film), and travel by jeep around the lake to 1° S/40° E and arrive at __________________ , the capital city of __________________ .

10. There is political unrest in Somalia and Ethiopia, so you won't get to visit the Highlands, where the __________________ Nile begins. Sooooo—let's fly to Capetown, South Africa, located on the Cape of __________________ . Watch for signs of the San people (sometimes referred to as the *Bushmen*) as you fly over the __________________ Desert of Botswana.

11. From Capetown, you'll travel by bus through the country of South Africa to one of the nation's three capitals, __________________ (26° S/28° E).

12. What fun! You fly ENE across the __________________ Channel to the large island __________________ , off the eastern coast of Africa. A beach party awaits you there. During your visit, you get to see the famous little ring-tailed lemurs that are so cute. Then, it's back to the mainland for a motorlaunch tour up the Z__________________ River. Look out for the crocodiles!

13. The boat trip takes us near __________________ , the capital city of Zambia. You drive ENE from there to Lilongwe, the capital city of __________________ , and camp beside Lake __________________ (also called *Nyasa*) for a few days.

14. You've been gone for weeks! It's time to check in with the tour guide, your teacher, who has CNN standing by for a report on your safari. Get all cleaned up—you'll want to look good on __________________ .

Recall

Fill in the Blanks

Complete each statement below. Write the correct answer on each line.

1. The ____________________, the world's largest desert, serves as a natural border between North Africa and Subsaharan Africa.

2. The United States is separated from the continent of Africa by the ____________________ Ocean.

3. Central Africa is also called ____________________, a name that describes its physical geographical location.

4. Because the most ancient bones of human beings have been found in Africa, scientists consider this continent the "____________________."

5. European merchants bought slaves from African leaders and sent them to work on plantations in the ____________________.

6. By 1914, Africa was dominated by the ____________________ of Europe. White settlers controlled the land and people of Subsaharan Africa.

7. Europeans ruled almost all of Africa until the end of ____________________ in 1945. By 1993 every African nation had gained its independence from its European ruler.

8. Most of the nations in Subsaharan Africa are not developed and so are considered ______________________ .

9. In the northeast of Subsaharan Africa the land has a triangular shape and is called the ______________________ .

10. The ______________________ is a large trench that run through Ethiopia and into Southern Africa. It was caused by the shifting of the earth's crust.

11. There are two large desert regions in Africa. The Sahara in the north and the Namib and ______________________ in the south.

12. Bordering the Sahara Desert is a semi desert area called the ______________________ . Some places in this large, dry region have not had rain for 20 years.

13. Most of the roads the colonial powers built lead from the interior of Africa to the coast. Few roads were built that connect one country with another. Therefore, it is difficult for one African country to ______________________ with another.

14. One valuable resource in this region is falling water. Harnessing the falls with ______________________ dams can provide people with energy they need to industrialize and modernize.

15. Some of the animals in this region have been hunted to near extinction. One way that governments and organizations are protecting African animals is by setting up

__________________________, where tourists pay to see, but not kill, these animals.

True or False

Write **true** *if the statement is correct. Write* **false** *if the statement is* not *correct.*

__________ 16. Subsaharan Africa has only a few cultural groups and languages.

__________ 17. Unlike most of the other continents, Subsaharan Africa is not crossed by the Equator.

__________ 18. The nations in this region have long histories and have always been independent and free from outside influence.

__________ 19. Subsaharan Africa is an easy region to travel across, and this characteristic has helped its different cultural groups join into one large group.

__________ 20. The four areas within Subsaharan Africa are North Africa, West Africa, Central Africa, and East Africa.

__________ 21. Scientists believe that our ancient ancestors first lived in Africa and then migrated to the other continents on the earth.

__________ 22. Because so little was known about Africa, the Western world called it the *unknown continent.*

__________ 23. In an underdeveloped nation, most resources are exported in their raw form. For example, a diamond would be shipped to another country without having been made into jewelry or a drill bit.

__________ 24. Subsaharan Africa lies atop a great plateau and is from 1,000 to 5,000 feet above sea level.

__________ 25. Subsaharan Africa is one of the world's richest regions in mineral resources.

Multiple Choice

Circle the letter of the correct answer.

26. All of the following except __________ were obstacles the Europeans faced as they tried to explore the interior of Africa.

    a. The Europeans couldn't use the Sahara Desert in the north as an entranceway into Subsaharan Africa.
    b. The Europeans couldn't sail over the falls or through the many rapids on the rivers.
    c. The African people were generally hostile to these foreigners who had enslaved the people.
    d. Although there were many roads leading to the interior, the Europeans did not have the right kind of vehicles to make the trip.

27. An *underdeveloped nation* has __________ .

    a. highly developed technology and a complex infrastructure
    b. little agriculture but many industries
    c. few factories and a weak infrastructure
    d. large cities with many modern hospitals and formally educated workers

28. All of the following except __________ have slowed the development of a democratic, central government in the nations of Subsaharan Africa.

    a. The people had been ruled by foreign nations and had little experience in running a government.
    b. Some of the people in each nation are more loyal to their own traditional group than to a centralized government.
    c. Whites have tried to maintain control of governments, causing conflict between whites and Blacks.
    d. Almost all of the people in Subsaharan Africa are formally educated and know how to run governments and industries.

29. Africa is divided almost in half by the __________ .

    a. prime meridian
    b. Equator
    c. Tropic of Capricorn
    d. Tropic of Cancer

30. Africa has four major rivers. They are the Zaire, the Nile, the __________ .

    a. Niger, and the Mississippi
    b. Zambezi, and the Mississippi
    c. Niger, and the Zambezi
    d. Jordan, and the Drakensberg

31. Most of Subsaharan Africa lies in the __________ .

    a. high latitudes and has cold temperatures
    b. high latitudes and has hot temperatures
    c. middle latitudes and has cold temperatures
    d. low latitudes and has hot temperatures

32. Subsaharan Africa lacks enough roads, rails, communication systems, hospitals, and other systems that people use to improve their standard of living. All successful economies need these systems which are called a(n) __________ .

    a. industrial complex
    b. infrastructure
    c. natural resource
    d. ethnic group

33. Reasons that the economies of Subsaharan Africa are poor include all of the following except ____________ .

    a. Political boundaries drawn by European leader often forced enemies to live together.
    b. There is a high level of cooperation among the people and the governments of Subsaharan Africa. There is practically no misuse or abuse of government power.
    c. African countries lack an infrastructure.
    d. Some government leaders have shown loyalty only to their own cultural group and to themselves.

34. One-third of Subsaharan Africa is covered by ____________ . Many important products can be made from this valuable resource, including hardwoods and medicines.

    a. forests
    b. lakes
    c. mountains
    d. icecaps

35. All the following are traditional economies in Subsaharan Africa except ____________ .

    a. farming
    b. herding
    c. manufacturing
    d. hunting

Identification

Write the correct term on the line in front of each description below.

tsetse fly
Zaire
Efe
subsistence farming
Nelson Mandela
East Africa
population explosion
Nigeria
apartheid
ethnic group

_______________ 36. the most populous country in Africa; part of West Africa; largest oil producer in Subsaharan Africa

_______________ 37. rapid increase in the number of people in an area

_______________ 38. elected president of South Africa in country's first election that included Black voters and Black candidates

_______________ 39. a racial policy in Southern African nations that favored whites; Black Africans could not travel freely and were forced to live in special sections of a country

_______________ 40. the second largest country in Subsaharan Africa; part of Central Africa; formerly called the *Belgian Congo*; contains the Zaire River basin

_______________ 41. the way most Africans survive, growing only enough food to feed their families

_______________ 42. passes sleeping sickness to people and cattle

______________________ 43. an ancient group which still survives by hunting and gathering in the rainforest

______________________ 44. group of people who share a common background and way of life

______________________ 45. an area in Subsaharan Africa that has a coastline along the Indian Ocean; contains the Horn of Africa and the Great Rift Valley

Keys

Agree or Disagree (p. 140)

1. Agree
2. Agree
3. Disagree
4. Disagree
5. Agree
6. Disagree
7. Agree
8. Disagree

Completion (p. 141)

1. Pangaea
2. Great Rift Valley
3. cradle of humanity
4. Subsaharan Africa
5. Islam
6. Archeologists
7. colonial powers

Mapping (pp. 147-149)

1. Correct answers will be determined by the teacher.
2. Correct answers will be determined by the teacher.
3. 20° E/23½° S; 35° E/13° S; 30° E/5° S; 40° E/20° S
4. Correct answers will be determined by the teacher.
5. Correct answers will be determined by the teacher.

Multiple Choice (pp. 150-151)

1. b.
2. c.
3. b.
4. a.
5. b.
6. b.
7. b.
8. b.
9. a.
10. c.

Mapping (p. 152)

Correct answers will be determined by the teacher.

Making Inferences (p. 153)

1 √
2.
3. √
4. √
5. √
6. √
7. √

Fill in the Blanks (pp. 159-160)

1. foreign; political boundaries
2. civil wars
3. loyalty
4. tax revenue; corrupt government
5. economies
6. mineral
7. game reserves
8. tsetse fly
9. hunting
10. rainforest

Completion (pp. 164-166)

1. Nouakchott
2. Bamako
3. N'Djamena
4. Dakar
5. Ouagadougou
6. Freetown
7. Monrovia
8. Abidjan
9. Lagos
10. Accra

Keys

11. Niamey
12. Bajul
13. Bissan
14. Conakry
15. Lomé
16. Porto-Novo

1.-3. Correct answers will be determined by the teacher.

Completion (pp. 169-170)

1. Yaoundé
2. Bangui
3. Malabo
4. Libreville
5. Brazzaville
6. Kinshasa
7. São Tomé

1.-3. Correct answers will be determined by the teacher.

Completion (pp. 173-174)

1. Khartoum
2. Addis Ababa
3. Mogadishu
4. Nairobi
5. Kampala
6. Bujumbura
7. Kigala
8. Daar es Salaam

1.-3. Correct answers will be determined by the teacher.

Completion (pp. 178-179)

1. Luanda
2. Lusaka
3. Harare
4. Maputo
5. Gaborone
6. Windhoek
7. Pretoria
8. Antananarivo
9. Mbabane
10. Maseru

1.-3. Correct answers will be determined by the teacher.

Agree or Disagree (p. 180)

1. Agree
2. Agree
3. Agree
4. Disagree
5. Agree
6. Agree
7. Disagree
8. Agree
9. Agree
10. Disagree

Fill in the Blanks (pp. 181-182)

1. colonial rule
2. Coloureds
3. Europeans
4. Refugees
5. drought
6. Equatorial Africa
7. ethnic
8. South Africa

Multiple Choice (pp. 185-186)

1. c.
2. b.
3. a.
4. b.
5. a.

True or False (p. 189)

1. True
2. False
3. True
4. True
5. True

Keys

Graphing (p. 190)

Correct answers will be determined by the teacher.

Multiple Choice (pp. 191-192)

1. c.
2. a.
3. c.
4. a.
5. a.
6. c.
7. c.
8. b.

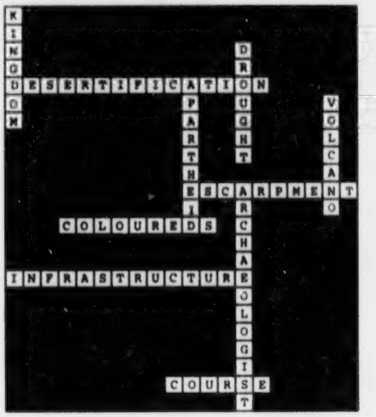
Completion (p. 195)

Correct answers will be determined by the teacher.

Identification (p. 196)

1. colonial powers
2. Horn of Africa
3. cradle of humanity
4. Equatorial Africa
5. ethnic group
6. Great Rift Valley
7. rift valleys
8. Subsaharan Africa

Solve (pp. 197-198)


KINGDOM
DESERTIFICATION
DROUGHT
APARTHEID
VOLCANO
ESCARPMENT
COLOUREDS
ARCHAEOLOGIST
INFRASTRUCTURE
COURSE

Recall (pp. 111-118 TG)

Fill in the Blanks

1. Sahara
2. Atlantic
3. Equatorial Africa
4. cradle of humanity
5. Americas
6. colonial powers or colonial rule
7. World War II
8. underdeveloped
9. Horn of Africa
10. Great Rift Valley
11. Kalahari
12. Sahel
13. trade
14. hydroelectric
15. game preserves

True or False

16. False
17. False
18. False
19. False
20. False
21. True
22. True
23. True
24. True
25. True

Multiple Choice

26. d.
27. c.
28. d.
29. b.
30. c.
31. d.
32. b.
33. b.
34. a.
35. c.

Keys

Identification

36. Nigeria
37. population explosion
38. Nelson Mandela
39. apartheid
40. Zaire
41. subsistence farming
42. tsetse fly
43. Efe
44. ethnic group
45. East africa

Conclusions (p. 94 TG)

Correct answers will be determined by the teacher.

Making Inferences (pp. 95-96 TG)

1. c.
2. a.
3. b.
4. a.
5. b.
6. c.
7. c.
8. b.
9. c.

Recognizing Data (p. 97 TG)

1. Country C—Zaire; E—New Guinea
2. Country B—Russia or Kazakstan; D—Argentina or Chile; F—U.S.; G—Antarctica

Generalization about Data (p. 97 TG)

Answers will vary but may include 1) The location of a place in the latitudes influences the climate because of the amount of sunlight it receives. For example, places located near the Equator have warmer temperatures year-round. Places farther away from the Equator have colder temperatures. 2) Sunlight, temperatures, rainfall, and soil affect the type of food people can grow, the amount or kind of clothing they wear, and the kind of homes they live in. For example, many crops can be grown in warm or moderate climates. People need heavier clothing and warmer homes if they live far away from the Equator. 3) Climate and seasons influence the culture of a place. For example, outdoor recreation and sports may be popular in warmer climates. People may hold special celebrations to mark seasonal changes such as the start of the growing season or the time of the harvest.

African Safari (pp. 107-109 TG)

1. Atlantic; 3; Azores; Rabat; Timbuktu or Tombouctou
2. Niger; Lagos; Benin; bight: A bay bounded by a bend or curve in the shoreline.
3. Accra
4. Libreville
5. Republic of Congo; Brazzaville
6. Zaire; Zaire
7. Stanleyville; Tanganyika; Rift; Kilimanjaro; 19,340; Mount Kilimanjaro's peak is a mile above sea level. At that altitude, or land elevation, the air is cold causing the mountain to be snow-covered, or have an icecap, year-round.
8. Indian; Zanzibar; Tanzania
9. 1° N/33° E; Victoria; Nairobi; Kenya
10. Blue; Good Hope; Kalahari
11. Pretoria
12. Mozambique; Madagascar; Zambezi
13. Lusaka; Malawi; Malawi
14. camera

Unit 7: Asia and Australia

Overview

The largest continent in the world is *Eurasia*. Eurasia has been divided into Asia and Europe. More than half the world's population live in Asia, and China is the most populous country in the world. Asia is often separated into three areas: South Asia, Southeast Asia, and East Asia.

Some of the world's oldest civilizations arose in Asia. Thousands of years ago cities and well-organized societies prospered in India and China. Eventually Europeans and Americans found all-water routes to Asia and began to colonize the land. They were interested in raw materials, technology, and goods produced in Asia, particularly in China.

Asia has been torn apart by many civil and international conflicts. These include the civil war between Chinese *Communists* and Nationalists, the Korean Conflict, and the Vietnam War. Civil wars are presently being fought throughout Asia.

The physical geography of Asia resembles a roller coaster. Highlands separate the southern half of Asia from Russia in the north. The highlands descend into the Gobi desert in Mongolia and China before rising into the Himalayas in the heart of Asia. As the land nears the coast in the east, south, and west, it levels into plains. A notable exception is the elevated Deccan Plateau, which dominates the center of India.

Rivers are the life-source for many Asians. Rivers flow down the many mountains and carry valuable soil and water to the plains. The Ganges and Indus rivers in India, the Irrawaddy and Salween in Southeast Asia, and the Wei, Xi Jiang, and Chang Jiang rivers in China are just a few of the rivers in Asia that help sustain life.

Because Asia stretches across so many latitudes, every kind of climate can be found. Tropical rainforest climate occurs along the Equator in Southeast Asia. There are savannas above the Equator. Vertical climates exist on all the mountain ranges, including the Himalayas and the Hindu Kush. And the desert climate in the Gobi is *inhospitable*.

Monsoons are a crucial part of the climate in South Asia. These winds are dry in the winter. However, in the summer they bring heavy rains and flooding. Floods kill many people and wash away vegetation and structures. They also provide water for farming. They are both life-taking and life-giving.

The many mountain ranges in Asia block moist air off the surrounding water bodies from reaching the interior. Consequently, much of the interior is dry and has extreme temperatures—hot summers and frigid winters.

Suggested Activities

Explore Economic Interrelationships. [Define the term "interrelationship." Make sure students understand that *inter* means "between" and *relationship* means "connection or dependence upon something or someone." Give examples. Explain that *economic interrelationship* refers to the exchange of goods and services between people or countries. Ask students if they have developed any economic interrelationships with Asian countries.]

Look at the labels on your clothing or other personal items, such as book bags, etc., to find out where they were produced, or made. Announce the countries in which your goods were produced, and have a classmate record items and countries on the board. [This activity usually results in students discovering that many of their personal possessions were made in another country, often in Asia. An extension would be to have them list other family items that were produced or assembled in an Asian country, e.g., automobiles, electronic equipment, home appliances.]

Think of other goods you use that are imported from other countries. Examples include oil, cocoa, coffee, tropical fruits, textiles, medicines, etc.

[Provide students with an outline map of Asia.] Locate and label the countries in which the products you use or own were produced. Make a chart like the one below to identify the sources of their goods.

Country	Product
Japan	Sony™ Discman
China	baseball glove
Thailand	backpack

[An extension of the activity could include an assignment in which students check their foodstuffs at home and identify the sources of some of them. On a classroom world map draw arrows to indicate the global movement of goods and services.]

Discuss reasons why you and your family purchased these products. Were some of those reasons style? price? designer name? etc.

[Use this exercise to introduce and discuss related topics such as foreign trade, tariffs, trade deficits and surpluses, and working conditions and pay in Asian countries.]

Play "Name That Country." Make flash cards of each country you study. On the front of the cards draw a map and identify the country and its capital. On the back, list important geographic, political, and economic features.

Use the cards for warm-up exercises at the beginning of class, or use them for review at the end of a unit. With your classmates take turns giving clues from the back while another student tries to guess the country. Try to guess the country using as few clues as possible.

Write a Fable. Have you ever looked for shapes in the clouds? What kinds of images did you see? Similarly, study the countries for unusual shapes. For example, China might look like a large chicken or turkey facing to the east. Its feet might be Vietnam and Laos. It might be perched on Cambodia.

Then make up a story about the shape you see. For example, if you see a chicken in the shape of China, what is the chicken thinking and doing? It may be trying to guard China from other countries. It might

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be trying to cross the Pacific. It might be laying an egg. Write or tell a fable about China based on its shape. Refer back to China's historical and political past for information to use in the fable.

Compare and Contrast Ways of Life. Obtain a copy of *National Geographic*, December 1993. Use the article "Himalayan Caravans" as the basis for the study of culture, environment, economic activities, or transportation. The article's authors and their young daughter lived and traveled with the native peoples. How does the life described differ from ours in the United States?

On pp. 18-19, the authors talk about their child's illness while traveling in the Himalayas. They describe how the native people tried to cure the child. Discuss traditional beliefs about healing methods.

Study the High Cost of Living in Japan. [Explain and discuss the concept "cost of living." Give examples of the cost of living in the United States. Explain that the cost of living is very high in the urban area of Tokyo-Yokohama, Japan and New York, New York. Some figures for 1990 that help explain the high cost of living in these two urban areas are shown below.]

	Japan	**Tokyo-Yokohama** *(World's largest urban area)*
Area (in sq mi)	145,870	1,089
Population	125,360,000	27,245,000
Population Density	859	25,019
Per Capita Income	$25,430	$25,430
Currency	yen	yen
	United States	**New York City** *(World's fifth largest urban area)*
Area (in sq mi)	3,787,425	1,274
Population	262,530,000	14,600,000
Population Density	68	23,701
Per Capita Income	$21,000	$21,000
Currency	dollar	dollar

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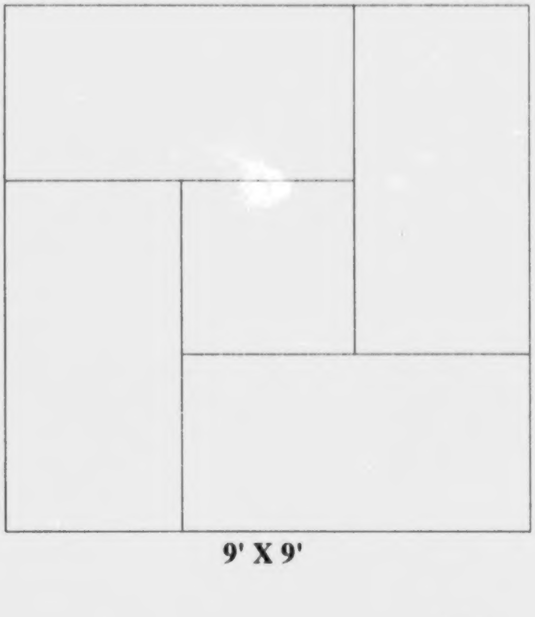
[Have students use the categories in the chart above to compare two other countries and two other urban areas. Discuss what happens to the value of land in a densely populated urban area. Then pass out the following essay, "The Japanese Home," and have students complete the follow-up exercise, "Understanding Property Value."]

The Japanese Home

The basic influence in the design and building of a Japanese home has been the use of tatami mats. A tatami mat serves as a bed for Japanese people. They are rolled up by day and unrolled at night for sleeping. These mats come in only one size—about 90 centimeters in width and 180 centimeters in length. One tatami mat is about the size of a narrow dining room table designed to seat two people on a side and one at each end.

Certain combinations of tatami mats are used to determine the size of a room. It will depend on the number of people intended to sleep in the room. The smallest room which one finds in a Japanese home is a three-mat room. The next largest common size room is the four and one-half mat room which has four mats arranged as shown in the drawing. The next largest size, and probably in number the most common size room, is the six-mat room. Above this, in larger homes there may be eight-mat rooms and, occasionally, larger rooms of 12 mats or more.

The 4.5 Mat Room



9' X 9'

A typical small city apartment may consist of a four and one-half mat room which is about 9' x 9' and a six-mat room. The two rooms are separated by a sliding panel and a small dining kitchen. The apartment includes a small kitchen and bath area. Because of its size, appliances and other luxuries must be scaled down accordingly. In the densely populated urban areas, there will be no spacious lawns and tall trees. A typical apartment may have a small balcony where flowers can be grown. There are restrictions on noise because neighbors live so close to one another.

Real estate values are extremely high. This causes homes and apartments to sell or rent at very high prices. As a result, some banks offer 100-year mortgages to homebuyers.

Near Tokyo's commercial center, a square yard of property costs approximately $230,000. The value of an area that is only eight inches by nine inches is estimated at $12,000. Matchbox-sized townhomes on small parcels of land an hour away from Tokyo start at $300,000. In central Tokyo, the price skyrockets to four times that price. Cramped two-bedroom apartments downtown go for $600,000 or more. The prices prevent many families from owning a home.

Understanding Property Values

Materials needed: Meter yardstick or long tape measure

1. Measure the dimensions of the classroom. Next, determine the number of square meters by multiplying the length by the width.

2. Multiply the number of square meters in the classroom by 315,200 yen to determine what its annual rent would be in Tokyo. The average rent of one square meter is 315,200 yen.

   a. What is the cost per year in yen?

   b. Convert the yen amount to dollars. ($1 U.S. = 130 yen.) What would that cost be in U.S. dollars?

3. In Tokyo's main commercial district, an area that is 30 x 50 feet (1500 sq. ft.) would rent for $650 per square foot. About how much would your classroom rent for per year in Tokyo?

On East 57th Street in New York City, the world's second costliest shopping district, the average cost would be $435 per square foot. What would the classroom rent for in NYC?

Purchase	Tokyo	New York City	Your Hometown
One yard commercial property	$230,000		
Small townhouse outside the city	$300,000		
Small apartment in downtown area	$600,000		

4. Draw conclusions about what factors influence property values.

Practice Converting Currency. Research currency in Asian countries. What is the currency called? What is its present rate of exchange with the U.S. dollar? Price the cost of goods and services you purchase often. Convert these into Asian currency.

Build and Use a Population Pyramid. A population pyramid shows the history of a country's population growth. Certain types of predictions can be made by studying the age and general structure of a population.

[Complete a population pyramid to use as a model for students. Identify and explain each part of the population pyramid. Explain that half the chart (from left to center) represents males; the other half (from center to right) represents females. Point to the age groups from 60+ down the page to 0-19. Point to the percent of population shown from center to left and to right at the bottom of the page.]

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Use the blank modified population pyramid on page 132 and the figures below to develop a population pyramid for a selected country.

Percent of Population According to Age								
Country	**Males**				**Females**			
	ages 0-19	ages 20-39	ages 40-59	ages 60 +	ages 0-19	ages 20-39	ages 40-59	ages 60 +
India	24%	16%	8%	4%	23%	14%	8%	4%
Bangladesh	28%	15%	6%	2%	27%	14%	6%	2%
China	19%	19%	9%	4%	18%	17%	8%	5%
Korea	21%	18%	9%	3%	28%	14%	6%	2%
Japan	14%	14%	14%	7%	13%	14%	14%	10%
Philippines	26%	15%	7%	2%	25%	15%	7%	????

(Source: The World Bank, 1990)

[After students have plotted the data, ask questions to elicit their understanding about age, percentage, and gender groups. For example, using India, ask:

a. Are more of its population in the 0-19 age group or in the 60+ age group?

b. In which age group are most of the males? females?

c. Which age group is largest? about equal? smallest?

d. In which age group are the most fertile (sexually active, reproductive, least fertile) likely to be?

e. Based on this information, what do you predict will happen to the size of the population in the next 20 years?

Will it increase a little or a lot? Or will it decrease?

f. Why would this information be important: politically? economically? for health care or recreational purposes? etc.

g. What conclusions can be drawn about the standard of living, population trends, and traditional beliefs based on this data?

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h. Discuss how the future will or will not be affected by large population increases.

i. How can this information be used to improve living and working conditions in Asian countries?

Have students develop population maps with symbols that show this information.]

Practice a Foreign Language. In small cooperative learning groups, select a country and research the language. Find familiar words or expressions and teach them to other groups. For example, in Japan, people greet each other by saying "Ohayo gozaimasu" (sounds like O-hi-o go-zi-a-mus) and bowing. Greet the instructor and each other several mornings with this expression and gesture.

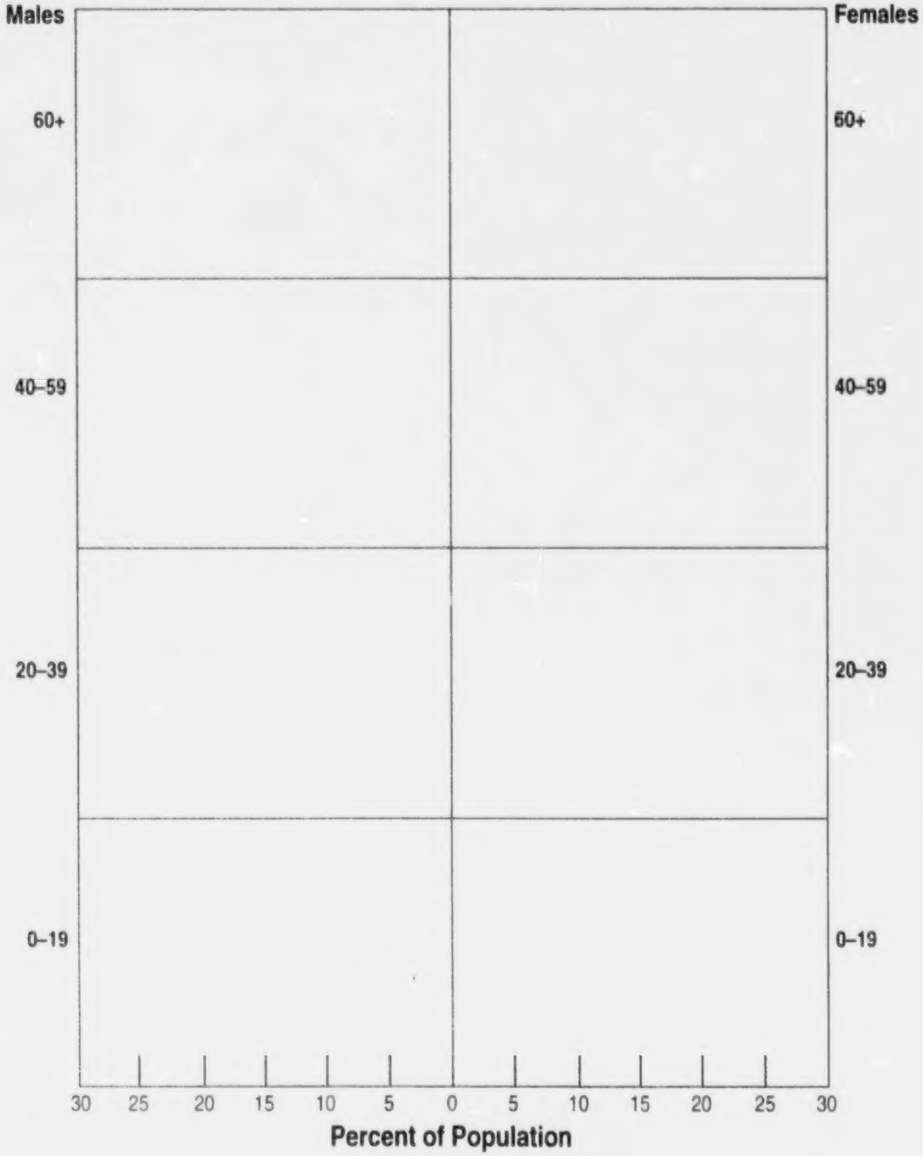
Discover important physical gestures (both polite and impolite). Obtain examples of writing styles. Attach them to appropriate maps. Collect pictures of the country and culture. Make a language bulletin board.

Research Dietary Habits. Research eating and dietary habits in Asian countries. Prepare dishes that reflect cultural styles. Try to determine how much a typical meal would cost, what its nutritional value is, and how many calories it contains.

Locate Volcanoes and Earthquakes. Find out where the volcanoes are located in this region. Locate them on a map. Compare with a map showing the Ring of Fire. Prepare a table of information on earthquakes including location, magnitude, destruction, etc.

Modified Population Pyramid

Country Name: ____________________



Recall

Identification

Read each statement. Then circle the letter before each fact that supports the statement.

1. The Plateau of Tibet has been called *the loneliest place in the world.*
   a. This plateau is used as a huge prison by nearby countries, and the inmates are not allowed to speak to one another.
   b. Very few people live in this rugged and dry region.
   c. This plateau has many rivers and very fertile soil which the people have turned into thousands of one-person farms.

2. The first steps to economic growth in a country are peace and political stability.
   a. Few investors are willing to risk investing in a country at war or without a strong government.
   b. It is hard to develop an economy when a poor country is using its resources to fight a war.
   c. Using up scarce resources in civil and national wars is good for an economy.

3. In a "protected market" the government places taxes on most imported goods. These taxes make the cost of imports more expensive than those goods locally produced. A protected market can eventually hurt a country's economy.
   a. Local factories do not have to be efficient.
   b. Even if local goods are expensive and poorly made, they will not face much competition from heavily taxed imported goods.
   c. Protected markets make local factories more efficient and make workers more industrious.

4. East Asia is often called the *Far East* by the Western world.
   - a. East Asia contains nations which practice the religion of Fareasty.
   - b. East Asia is far east of the Orient.
   - c. East Asia is far east of Europe and the prime meridian.

5. China's landscape has helped it remain separate from the rest of the world.
   - a. To its east is the Pacific Ocean.
   - b. To its west are the Himalayan Mountains.
   - c. To its north is the Gobi Desert, and to its south is a tropical rainforest.

Multiple Choice

Circle the letter of each correct answer.

6. The most habitable, densely populated area of China is in ________ .
   - a. the Gobi Desert
   - b. the Plateau of Tibet
   - c. the fertile river valleys in the eastern coastal plain
   - d. the fertile river valleys in the Ural Mountains

7. All of the following are true statements about Mongolia except ________ .
   - a. Mongolia is in a desert and steppe region.
   - b. Mongolia is a flat, coastal country with a tropical climate.
   - c. Mongolia has rugged plateaus, mountains, and desert.
   - d. Mongolia is located north of China.

8. The country of Australia is the only country in the world that ________ .
   - a. is surrounded by water
   - b. has most of its population living along its coast
   - c. was once a colony and is now independent
   - d. occupies an entire continent

9. The term *Four Tigers* refers to the countries which have had rapid economic development. These three countries and one city-state which have modern cities with factories and businesses are ____________ .

   a. Hong Kong, South Korea, Taiwan, and Mongolia
   b. South, Korea, North Korea, Taiwan, and India
   c. Hong Kong, South Korea, Taiwan, and Singapore
   d. Taiwan, China, Indonesia, and Russia

10. The most populated country on Earth is ____________ .

   a. India
   b. Vietnam
   c. Japan
   d. China

11. The religion that teaches people to escape the temptation of evil by doing good deeds for others is ____________ .

   a. Buddhism
   b. Hinduism
   c. Fareasty
   d. Secularism

12. ____________ is a philosophy developed in China that describes a set of rules to help people live in harmony and respect one another.

   a. Hinduism
   b. Buddhism
   c. Secularism
   d. Confucianism

13. The term ____________ is used to refer to beliefs, education, and other parts of a culture that are not religious.

   a. secular
   b. caste system
   c. reincarnation
   d. delta

14. Asia and Europe make up the largest continent in the world called __________ .

    a. Asiape
    b. Europasia
    c. Eurasia
    d. Continent-at-Large

15. For convenience, scientists have divided Asia into three areas: __________ .

    a. South, East, and West Asia
    b. Southeast, South, and West Asia
    c. South, North, and East Asia
    d. South, Southeast, and East Asia

Identification

Each question below is preceded by clues which describe a particular country. Use the clues to name each country. Write the correct answer on each line.

16. This country is on the southern half of the Korean Peninsula. This country was invaded by the communist country from the northern half of the Korean Peninsula. This country was defended by the United States and the United Nations in the Korean Conflict in the 1950s.

    What country is it? ____________________

17. This country lies off the eastern coast of Asia and is an archipelago. This country is part of the Ring of Fire and experiences earthquakes and volcanoes. This country is one of the most successful industrialized nations in the world.

    What country is it? ____________________

18. This country has been nicknamed the "land down under"—it lies south of the Equator. This country was once very wealthy, but its protected markets and dependence on foreign oil have hurt its economy. This country has plains which are often called the *Outback*.

What country is it? ______________________________

19. This country's capital is Beijing. This country has the oldest continuous civilization in the world; consequently, this country is sometimes called the eternal land. This country was ruled by dynasties.

What country is it? ______________________________

20. This country is made up of two main islands—the North Island and the South Island. This country has a marine climate that keeps it green year-round. It lies southeast of Australia.

What country is it? ______________________________

21. This country has the Ganges River, the Deccan Plateau, and the Himalayas. This country is the largest country in South Asia. This country contains the city of Calcutta, with more than three million people, and the city of Bombay, with more than eight million people.

What country is it? ______________________________

22. This country is a small country in southeast Asia. This country was the site of a war which the United States fought during the 1960s and early 1970s. This country is one of the countries on the Indochina Peninsula; the Mekong and Red rivers flow through it.

What country is it? ______________________________

23. This country lies north of China. This country contains part of the Gobi Desert. This country was once led by Genghis Khan and conquered China in 1206.

What country is it? ______________________________

Matching

Match the **term** *in the left-hand column with its* **description** *in the left-hand column. Write the correct answer on each line.*

	Term	Description
_____	24. archipelagos	A. a great mass of land that is smaller than a continent; India is one of these
_____	25. caste system	B. first settlers of Australia and New Zealand, respectively
_____	26. Mao Tse Tung	C. a belief in Hinduism; each person is born into a social group and can hold only those jobs available to members of his or her group
_____	27. Aborigines and Maoris	D. period when the United States and the former Soviet Union attempted to persuade countries to adopt their forms of government
_____	28. Cold War Era	E. leader of Chinese Communists who defeated the Nationalist forces and took control of China in 1949
_____	29. subcontinent	F. a water body in South Asia that is considered sacred and which floods every year, making surrounding soil fertile
_____	30. Ganges River	G. groups of islands; Japan, the Philippines, and Indonesia

Identification

Identify the following landforms and water bodies. Place an **R** *next to rivers, an* **M** *next to mountains, a* **PN** *next to peninsulas, a* **P** *next to plateaus, and a* **D** *next to deserts.*

__________ 31. Himalayas

__________ 32. Irrawaddy and Salween

__________ 33. Indochina

__________ 34. Tibet

__________ 35. Korea

__________ 36. Indus

__________ 37. Hindu Kush and the Zagros

__________ 38. Malay

__________ 39. Gobi

__________ 40. Deccan

Keys

Identification (p. 208)

1. S
2. S
3. S
4. SE
5. SE
6. E
7. S
8. SE
9. E
10. SE
11. SE
12. E
13. S
14. E
15. S
16. SE
17. SE
18. E
19. S
20. E
21. SE
22. SE

Fill in the Blanks (p. 209)

1. population
2. communist
3. industrialized; standard
4. Himalayas
5. Taiwan
6. Equator

Fill in the Blanks (pp. 217-218)

1. Japan
2. Morenjo-daro; Harappa
3. Aryans
4. Himalayan
5. dynasty
6. all-water
7. colonized
8. World War II
9. United Nations; communist
10. Cold War
11. Pacific Rim
12. Great Britain
13. Maoris; Europeans

Identification (p. 219)

1. c.
2. b.
3. a.
4. b.

Mapping (pp. 228-229)

Landforms

A. Plateau of Tibet
B. Gobi Desert
C. Thar Desert
D. Western Ghats
E. Eastern Ghats
F. Altay Mountains

Water Bodies

1. South China Sea
2. Bay of Bengal
3. Arabian Sea
4. Sea of Japan
5. East China Sea
6. Huang He River
7. Chang Jiang

Short Answer (p. 230)

1. Pacific Ocean; Indian Ocean
2. Arabian Sea; Bay of Bengal
3. Japan, the Philippines, and Indonesia
4. Malay-Indochina, India, and Korean Peninsulas
5. Himalayas
6. Ganges and Brahmaputra
7. Deccan Plateau
8. Plateau of Tibet
9. Gobi Desert
10. monsoon

Keys

Multiple Choice (pp. 231-232)

1. c.
2. d.
3. c.
4. b.
5. c.
6. b.
7. a.
8. d.
9. b.

Mapping (p. 233)

Correct answers will be determined by the teacher.

Fill in the Blanks (pp. 238-239)

1. subsistence
2. paddies
3. protected
4. grazing
5. climate
6. Four Tigers
7. government

Fill in the Blanks (pp. 250-251)

1. India; South
2. Southeast; Malay; Indochina
3. Fire; volcanic
4. Deccan
5. Southeast
6. Vietnam
7. China; East; Gobi; dynasties
8. Japan; II

Identification (pp. 252-253)

A. Islands:

1. Honshu
2. Hokkaido
3. Shikoku
4. Kyushu

B. Cities: Correct answers will be determined by the teacher.

C. Fill in the blanks:

9. Honshu
10. Shikoku
11. Hokkaido
12. Kyushu
13. Toyko; Honshu

Matching (p. 259)

1. D.
2. E.
3. B.
4. A.
5. F.
6. C.

Commentary (p. 262)

Correct answers will be determined by the teacher.

Completion (p. 263)

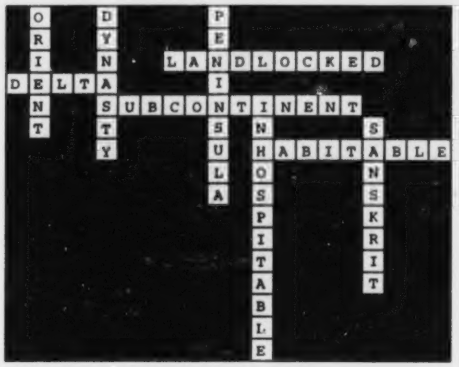
Correct answers will be determined by the teacher.

Identification (p. 264)

1. Far East
2. Aryans
3. communism
4. continental desert
5. archipelago
6. Pacific Rim countries
7. Ring of Fire
8. Gross National Product

Keys

Solve (p. 265)


ORIENT
DYNASTY
PENINSULA
LANDLOCKED
DELTA
SUBCONTINENT
INHOSPITABLE
HABITABLE
SANSKRIT

Recall (pp. 133-139 TG)

Identification

1. b.
2. a. and b.
3. a. and b.
4. c.
5. a., b., and c.

Multiple Choice

6. c.
7. b.
8. d.
9. c.
10. d.
11. a.
12. d.
13. a.
14. c.
15. d.

Identification

16. South Korea
17. Japan
18. Australia
19. China
20. New Zealand
21. India
22. Vietnam
23. Mongolia

Matching

24. G.
25. C.
26. E.
27. B.
28. D.
29. A.
30. F.

Identification

31. M
32. R
33. PN
34. P
35. PN
36. R
37. M
38. PN
39. D
40. P

Unit 8: The Former Soviet Union

Overview

Until 1991, the largest and most powerful nation in the eastern part of the world was the *Union of Soviet Socialist Republics* (*U.S.S.R.*). In 1991, the U.S.S.R. collapsed. Its 15 republics declared their independence and began the difficult task of forming their own governments. Russia was the largest of the former republics and today is the largest country in the world.

The Soviet Union was originally called "Russia" and ruled by *czars*. Russia was renamed the U.S.S.R. after the last of the czars was overthrown by the Communists in the Russian Revolution of 1917. The U.S.S.R. expanded during and after World War II by taking control of countries along its borders.

Much of Russia is lowland plains. The plains to the west of the Ural Mountains are called the "Russian Plain." These plains contain Russia's capital, *Moscow*, its largest population and cities, most of its industrial centers, and many of its large farms. The Russian Plains stretch west through the European Republics—six republics of the former Soviet Union which are now independent nations.

The plains east of the Ural Mountains are called the "Siberian Plain." This land is barren—frozen during the long winter and swampy in the summer. To the east of these plains the land rises into the Central Siberian Plateau. Further east are more highlands that include mountains and ridges.

South of Russia, in Central Asia, are the Caucasus Mountains. Near these mountains are steppes, or plains, on which some of Russia's most fertile farmlands produce abundant crops.

Most of Russia has a cold climate. *Tundra* and subarctic climates cover Siberia and northern Russia. The rest of Russia and the other former republics have a humid continental, steppe, or desert climate.

The former Soviet Union and present-day Russia have always faced a trade obstacle. They have no year-round warm-water ports they can use as entranceways to international trade routes. Their ships must go through waters controlled by other countries or sail when a section of their own coast is not frozen.

The present-day economy still suffers from the centrally planned economy of the Soviet Union. Most of the Soviet Union's technology and resources were used to produce weapons. The Soviets needed modern and plentiful weapons to maintain their position as a superpower. Soviet farms and nonmilitary factories were neither efficient nor modern.

In addition, much of the population had been employed by the Soviet government. When the government collapsed, many people lost their jobs. Today, Russia and the other 14 former republics must rebuild their economies.

Since the collapse of the Soviet Union, the United States government has begun developing a friendly and close relationship with Russia. American businesses are investing in new enterprises in Russia.

Suggested Activities

Practice Mapping. Obtain an outline map which shows Russia and the 14 former Soviet Republics. Locate and label the countries. Locate and label important landforms and waterways.

Make an economic map of each region. In small groups, select one of the regions identified above. Obtain an outline map of the countries within the region. Develop a set of symbols for the economic goods produced in the regions. Make a map of the regions which shows the economic goods each produces.

Figure the population density of Russia and the other former republics. Show the figures on the map. Include on the map: square miles, population, and per capita income (in U.S. dollars). Study the data and determine which country/region appears to be the wealthiest and how each region compares with the U.S. in its standard of living.

Display Pictures of the Land and People. Find pictures which show a particular region and its people. Prepare a poster of pictures to accompany a regional map.

Make a Climagraph. In small groups, research information about the climates of each region. Make a climagraph to show temperatures and precipitation for 12 months. Study life in the Arctic Circle. Find out how the people have adapted to this environment.

Discover the Variety of Wildlife. Research wildlife in Russia, such as Siberian tigers, reindeer, sables, and minks. Find out whether or not these animals are threatened as a result of poaching and human activities. Find out how the animals contribute to the economic life of Russia.

Examine the Chernobyl Disaster. Use *National Geographic* magazines to research the Chernobyl disaster. Find out about nuclear reactors in general. Find out how the accident at Chernobyl affected—and continues to affect—the land and the people of Ukraine.

Simulate a Dangerous Escape. Read the Russian spy story, "Mission Impossible: A Spy's Escape across Russia," on pp. 148-153, and complete the activity by filling in the blanks with the missing terms. Document your trip by drawing your route on a desk outline map.

Mission Impossible: A Spy's Escape across Russia

You're going to take a very long journey from Asia to London, England. Use any maps necessary to complete the journey. Be sure to fulfill the requirements for each leg of the trip. Use a desk map and marker to plot your travel route.

The Cold War may be over, but you were once a famous American spy. The word is out that you must be eliminated because you know too much. Both the American CIA and the Russian KGB are trying to catch you.

You must reach Scotland Yard in London in order to be rescued from a certain fate—death. But you are far away from Scotland Yard right now.

See if you can outwit the CIA and the KGB and save yourself and your team.

You're Off!

At 6:00 p.m., you leave by plane from ______________________, the capital of India, and fly NE over the ______________________ Mountains and the Plateau of ______________________ to (43° N/ 131° E) V______________________, Russia. Your flight is eight hours long.

What is the local time when you arrive? ______________________

(Remember, it was 6:00 p.m. when you left, and you've flown *eastward* for 8 hours.)

Rest a bit and take a swim in the Sea of ______________________ if it's not too cold. (Remember, you are at about the same latitude as Boston, Massachusetts, and it is only April.) Don't forget to watch out for the CIA and the KGB—they're everywhere!

You must travel most of the way across Russia by Trans-Siberian Express—the only railroad around. You improvise an outfit that makes you look like a Russian peasant.

After boarding the train, you find you must travel north about 500 miles to Khabarovsk, a city on the ____________________ River which also is on the NE border of ____________________. The weather is very cold and your train has no heat. The other passengers don't seem to mind, so neither can you.

After a breakfast of borscht and black bread, you leave Khabarovsk at exactly 9:00 a.m. on April 28, and the train heads west. Forty-eight hours later, on April ____________________ , the train pulls into the station at (53° N/105° E) at ____________________ on the western bank of Lake ____________________ , the largest lake in the world.

Maybe it would be safer to make this trip by ship. How's your Russian? Check out the route you would take by lake or river to continue your journey westward. But be careful—you never know who's watching you. You learn that you can get a ship to take you across the lake. Then after a short overland drive, you could transfer to another ship sailing down the Lena River.

If you travel down the Lena River, across the Central Siberian Plateau, you eventually arrive at the ____________________ Ocean.

OK, so that won't work. Try booking passage on a ship that would take you down the Angara River to the Yenisei River. Unfortunately, by traveling down this river, you would finally arrive at the ____________________ Ocean. All right, so the only way out is on the Trans-Siberian Express!

Traveling west, you reach Krasnoyarsk and cross the cold ____________________ River that flows into the ____________________ Ocean. The train is slow and you brought no food. Guess you'll have to go hungry or make friends with some of the Russian passengers. They knew to bring food. Maybe you can figure out a way to get them to give you a slice of bread, some goat cheese, and maybe a raw potato or cabbage.

By the time you've made your deal, you've reached the city of ____________________, (55° N/82° E) near the source of the Ob River.

You are now five days out of Khabarovsk.

What is the date? ____________________

You try to book ship's passage west on the Ob River. But you learn that the Ob route would land you at the coast of the ____________________ Ocean, and anyway it's still frozen over. You do remember to purchase some bread and cheese for your trip.

Another 24 hours and you're in Omsk, located at coordinates __________________________ , where you cross another large river, the __________________________ River.

Once again, you try to continue your trip on this river, only to learn that it is a tributary of the __________________________ River and you would wind up at the __________________________ Ocean.

Continue west on the Trans-Siberian RR, where on May 5 you cross the beautiful __________________________ Mountains, which separate Asia and Europe. Once west of these mountains, you have entered Eastern Europe—not much further to go.

Two days later, May __________________________ at exactly 3:00 p.m., the train reaches 56° E/45° N, the city of __________________________ , which is located on the __________________________ River, the longest river in Europe.

You decide to divert anyone who may be tailing you and travel by steamer down this long river until it empties into the __________________________ Sea at the city of __________________________ .

The weather is very nice and far to the southwest, you can see the snow-capped peaks of the __________________________ Mountains near Tbilisi.

You discover that you can't reach Western Europe by sailing across the Caspian Sea.

So you go back up the Volga River past Volgograd and Kazan to Gorki and back on the train. You left Vladivostock over a week ago and you still have almost as far to go as you have already traveled. The next day you finally reach ____________________, the capital of Russia. You must spend a day sightseeing at Red Square, the tomb of Lenin, and the Kremlin. It's time for another quick change of dress. Now you want to look like an ordinary American tourist—shorts, t-shirt, sneakers, and camera. But don't take too many chances—you're almost home.

There is a lot of unrest in the former Soviet Republics, so you decide to fly the rest of the way to London. Aeroflot, the Russian airline, is overloaded with passengers and their luggage. But it's the fastest means of travel right now.

The flight west actually goes north at first, stopping at the city of ____________________ (60° N/30° E). Recently, the citizens voted to call this city by its old name of St. Petersburg. It was built in the 1600s by Czar Peter the Great of Russia. The sun is just setting in St. Petersburg; in Vladivostock, the sun is just rising!

From there, you board a Dutch airliner and in just a few hours (of true comfort and familiar food), you land at ____________________, the capital city of the Netherlands. Flying over the countryside, you can see the fields of tulips and the colorful windmills of Holland.

The journey is almost over! You book passage on a train that travels through the ______________________________ Chunnel. At last—nearly two and one-half weeks after you started out—you arrive in London, England, and head straight for Scotland Yard.

Congratulations, you made it safe and sound!

Recall

Fill in the Blanks

Complete each statement below. Write the correct answer on each line.

Caucasus
republics
Ural Mountains
steppes
glasnost
Bering Strait
Russian
Siberia
Moscow
czars

1. The former Soviet Union contained 15 ____________________, the largest and most powerful of which was Russia.

2. The capital of the former Soviet Union and present-day Russia is ____________________.

3. The ____________________ separate European Russia to the west from Siberia to the east.

4. Only 50 miles across the ____________________ separates the east coast of Russia from the state of Alaska.

5. The largest land area of Russia is called ____________________; it has a cold climate and is an inhospitable place.

6. For hundreds of years, until the early 20th century, Russia was ruled by ____________________, or kings.

7. Transcaucasia is a geographical area of Russia that gets its name from the ____________________ Mountains, which dominate its landscape.

8. Some people grow crops in the ____________________ of Central Asia, while others herd animals.

9. Most of European Russia lies on a flat land called the ____________________ Plain, which contains most of Russia's industry, farms, and transportation lines.

10. In an effort to give people more rights, the last Soviet leader began a program called ____________________, which means "openness" in Russian.

Agree or Disagree

Write **agree** *or* **disagree** *next to the statements below. If you disagree, explain your reason on the line provided.*

__________ 11. The country of Russia is the second largest country in the world.

____

__________ 12. The czars of Russia wanted to keep the nation isolated, so they did not expand their territory.

____

__________ 13. In 1917 the Democrats overthrew the czar and changed the name of Russia to the Union of Soviet Socialist Republics.

____

__________ 14. In 1991 the U.S.S.R. collapsed and its 10 republics declared their independence.

____

__________ 15. *Permafrost* describes soil which is warm, wet, and marshy.

____

Identification

Identify each of the landforms and water bodies below. Place an **R** *next to rivers, an* **S** *next to seas, a* **P** *next to plains, an* **M** *next to mountains, and a* **PN** *next to peninsulas.*

__________ 16. Volga and Don

__________ 17. Kamchatka

__________ 18. Okhotsk and Aral

__________ 19. Black and Caspian

__________ 20. Ural

__________ 21. European

__________ 22. Ob and Lena

__________ 23. Caucasus

__________ 24. Bering

__________ 25. Siberian

Short Answer

Answer each question below with a short answer.

26. Although Russia has a long coastline, why is it practically landlocked?

    ____

27. How does being landlocked hurt Russia's ability to trade and do commerce throughout the world?

    ____

28. What is the cold climate of the Arctic Circle called? __________

29. What decisions does a government make in a centrally planned economy?

    ____

30. What happened to the small farms in Russia after the Russian Revolution?

    ____

31. How did the lack of competition between nonmilitary factories and farms affect how hard the workers worked?

____

32. Along with the former Soviet Union, who was the other superpower during the cold war?

____

33. What is the name of the city in the Ukraine in which the worst nuclear disaster in history took place?

____

34. Why do many people in the former Soviet Union now find themselves unemployed?

____

35. What is the name the largest city in Russia, which is also the center of politics and industry?

____

Identification

Use the word list to complete each statement below. Write the correct answer on each line.

Russian Core
Far East
Siberia
Cold War
Eastern Frontier

36. The ____________________ was made an important production area by the former Soviet Union; there is a railroad to transport goods from this eastern area back to the heavily populated areas in western Russia.

37. ______________________ is used to describe the battle between the two great superpowers of the world.

38. ______________________ stretches from the Ural Mountains to the Kamchatka Peninsula; it has cold temperatures, but also many resources including gas and oil; it was used by Stalin as a prison camp.

39. The ______________________ is a small area of land with a long coastline along the Pacific Ocean; its coastline is frozen most of the year; it is near Japan and South Korea.

40. Most of the country's population is contained in this region of Russia called the ______________________ ; it stretches from Russia's western border to the Ural Mountains; it has the largest cities, including Moscow.

Keys

Fill in the Blanks (p. 273)

1. U.S.S.R. or Soviet Union
2. republics
3. independent or separate
4. Ural
5. Russia
6. Siberia
7. European
8. Transcaucasia
9. Moscow

Fill in the Blanks (p. 276)

1. Mongols
2. czar
3. Alaska
4. U.S.S.R.
5. Russia

Mapping (p. 281)

Landforms

G. H.
D. A.
E. B
F. C.

Water Bodies

11 6 5
2 1 8
3 10 4
9 7

Fill in the Blanks (p. 282)

1. Bering Sea
2. south
3. Caucasus
4. northerly
5. Ural
6. they are frozen or landlocked
7. the climate is harsh and inhospitable
8. permafrost, or frozen
9. the Russian Plain
10. the Siberian Plain

Short Answer (p. 286)

1. Moscow
2. centrally planned economy
3. The government took away privately owned farmland and combined them into larger farms.
4. lack of competition; workers had little reason to work hard
5. lack of competition; too much of industrial resources were used to produce weapons
6. Many people worked for the Soviet government, so when the government collapsed many workers lost their jobs.

Matching (p. 291)

1. C.
2. D.
3. A.
4. F.
5. B.
6. E.

Identification (p. 293)

	Former	Post
1.	√	
2.		√
3.	√	
4.	√	
5.		√
6.		√
7.	√	
8.	√	
9.		√
10.		√
11.		√
12.		√
13.	√	
14.	√	

Keys

Matching (p. 297)

1. B.
2. C.
3. A.
4. D.

Short Answer (pp. 298-299)

1. the United States
2. Ukraine
3. the U.S., Russia, Armenia, Georgia, Kazakhstan, Tajikistan, Uzbekistan
4. Kazakhstan
5. Latvia and Lithuania in Eastern Europe
6. Eastern Europe
7. grain
8. Latvia
9. Armenia

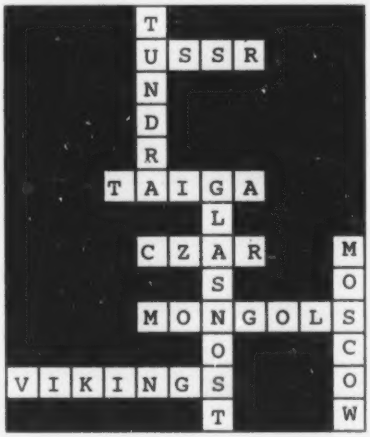
Commentary (p. 302)

Correct answers will be determined by the teacher.

Identification (p. 303)

1. Vikings
2. Union Soviet Socialist Republic
3. *glasnost*
4. Moscow
5. tundra
6. czar
7. taiga
8. Mongols

Solve (p. 304)



Recall (pp. 155-160 TG)

Fill in the Blanks

1. republics
2. Moscow
3. Ural Mountains
4. Bering Strait
5. Siberia
6. czars
7. Caucasus
8. steppes
9. Russian
10. *glasnost*

Agree or Disagree

11. Disagree; Russia is the largest country in the world.
12. Disagree; They claimed land in all four directions.
13. Disagree; It was the Communists who overthrew the czar.
14. Disagree; Fifteen republics declared independence.
15. Disagree; It describes frozen soil.

Keys

Identification

16. R
17. PN
18. S
19. S
20. M
21. P
22. R
23. M
24. S
25. P

Short Answer

26. Its coastline is frozen most of the year.
27. Russia has no year-round entranceways to the great international trade routes of the world.
28. tundra
29. The central government decides what is produced and what kind of job each person holds.
30. The government combined all privately-owned small farms into larger government-owned farms.
31. Workers were not productive because they would be neither fired nor rewarded for hard work.
32. the United States
33. Chernobyl
34. They worked for the government, which no longer exists.
35. Moscow

Fill in the Blanks

36. Eastern Frontier
37. Cold war
38. Siberia
39. Far East
40. Russian Core

Teacher Guide (pp. 147-153 TG)

Mission Impossible: A Spy's Escape

New Delhi
Himalaya
Tibet
(V)ladivistok
Japan
Amur
China
30
Irkutsk
Baikal
Arctic
Arctic
Yenisei
Arctic
Novosibirsk
May 3rd
Arctic
55° N/73° E
Irtysh
Ob
Arctic
Ural
7
Gorki
Volga

Caspian
Astrakham
Caucasus
Moscow
Leningrad
Amsterdam
English

Unit 9: Europe

Overview

Most of the regions you have studied are continents. They are separated from other continents by large bodies of water. Europe, however, is not a continent. Europe is the western section of the continent called *Eurasia.* Asia, which you studied in the previous unit, is the eastern section of Eurasia. Geographers use the Ural Mountains as the border dividing Europe from Asia.

For more than 2,000 years Europe has had great power and influence in the world. Ancient Greece, located in Southern Europe, was Europe's first great civilization. It was followed by the Roman Empire, which developed a far-reaching network of exchange. The huge network was connected by an infrastructure, or roads and waterways.

In the 17th and 18th centuries, agrarian, political, and industrial revolutions took place in Europe. These three revolutions changed the way people farmed, governed themselves, and manufactured products throughout much of the world. In the 20th century, Europe fought two World Wars, which left many millions of people dead and destroyed most European cities and land.

The physical geography of Europe has contributed strongly to its economic and political success. The many waterways within Europe and between Europe and the rest of the world have provided transportation routes. Europeans used the routes to travel and trade. In addition, Europeans used their abundant natural resources for energy and materials to manufacture goods.

Geographers often divide Europe into five areas. The British Isles include the islands of Great Britain and Ireland. Although the islands are farther north than the United States, the islands are warmer in the winter than most areas of the United States. This surprising condition is created by the warm waters of the North Atlantic Drift. Most of the population in the British Isles live within 50 miles of the surrounding seas.

Western Europe is separated from the rest of Europe by seas to the north and west, and mountains to the south. It is bordered to the east by the former Soviet Republics. Three landforms dominate this area.

(1) The Northern European Lowland forms a belt that runs from the southwest to the northeast. This area has rich soil for productive agriculture and has river systems for efficient transportation. (2) The Central Uplands of Western Europe are called the "heart of Europe." Coal fields, mines, factories, cities, and farmlands make the Central Uplands economically successful. Within the uplands is a large plateau called the "Central Massif." (3) The Alps are a striking mountain range that stretch from Switzerland to France, Germany, and Austria.

In the northern latitudes is Northern Europe, also called *Norden*. The climate in this area is cold and snowy much of the year. All of the countries in Northern Europe are on peninsulas, except for Estonia and the island-nation of Iceland. *Glaciers* have swept across much of the land in this region, scraping the topsoil and leaving only trees.

In contrast to cold Northern Europe, Southern Europe has a Mediterranean climate—hot and dry summers and rainy winters. The four countries in this area sit atop three peninsulas. As is true of the populations on most peninsulas, most Southern Europeans live on the lowlands along the coasts.

Eastern Europe lies between Western Europe and Russia. The northern section of Eastern Europe is bordered by the Baltic Sea. The central section is landlocked and contains the Bohemian Basin and the Hungarian Plains. The southern section is the Balkan Peninsula, including the former Yugoslavia. This peninsula is flanked by the Adriatic and Black seas.

Europeans enjoy a high standard of living. Their successful economy has been produced by fertile farmland, rivers and seas for shipping and transportation, and many natural resources. Europe has had to rebuild its economies after two World Wars. Today the *European Community (EC)* is one of the most successful economic organizations in the world.

Suggested Activities

Prepare Food. Three to five students in a cooperative learning activity can scan cookbooks for recipes that are from a particular country or region. Select a recipe with simple ingredients and steps.

Play Games. Prepare "What if..." questions in advance. Ask classmates questions such as "What if the region had no water bodies?" or "What if the region had no mountains?" Speculate what impact the change would have on the economy, climate, etc.

Participate in a guessing game. I'm thinking of a ______ (can be river, city, product, landmark, landform, etc.). Students give clues until someone guesses the answer. The winner becomes the next clue giver.

Play *I Spy*. One student can begin by naming sights he/she is seeing in his/her mind's eye in a particular city/region/country designated by the teacher. Classmates guess the student's location. The winner is now "up" and *I Spy* continues around the class.

Play *Jeopardy*. Write and submit questions to the teacher. Invite a guest to assist with the timekeeping and judging.

Explore the World of Sports. Find out what the most popular sport is in one of these five regions. Identify major sports figures. Compare television exposure, salaries, seasonal schedule, uniforms, and rules with the professionals in the U.S.

Find Out about Manufactured Products. Make or bring in advertisements for products from selected countries or regions that are sold in the U.S. Create a bulletin board. Include a map of the country and identify the cities where the various products are manufactured or grown.

Read the Newspaper. Bring in news stories of current happenings in Europe. Share with the class or post in a designated place for classmates to read.

Discover Who's Who. Cut out pictures from weekly news magazines and daily newspapers on prominent European personalities. Display on a bulletin board. Use the bulletin board as a center, and have classmates match names, titles, etc., with pictures.

Enjoy Literature and the Arts. Bring in books, poems, stories, plays, art, myths, folk tales, and music by authors/composers from a selected region. Read portions to the class, display the art, and play music. Feature displays of famous art work, music, books, etc. For a culminating activity at the end of the unit or year, have a famous person day. Match the individual with his or her native land and contribution.

Celebrate the Customs. Have a custom day. Students dress in native dress of the country. Combine music, games, and food to make it more of a festival. Make decorations using travel flyers.

Appreciate the Languages. Write cities' names in the native language. Have classmates identify the English name of that particular city.

Promote Travel. Entice visitors to your chosen country. Create a brochure or pamphlet advertising the special appeal and attractions of your assigned place. Share photographs if you have had a chance to travel to this place yourself.

Prepare a Graph. Gather information to make a pie graph, bar graph, or line graph. The percentage of ethnic groups, population, income, religion, etc., are possibilities for graphing.

Form a Model. Use clay, Play Doh, etc., to create landforms on a three-dimensional map or make a products map of area.

Debate "Hot" Topics. Debate controversial topics from the region/ country. Form teams of debaters and establish the rules and procedures.

Identify Flora and Fauna. Select indigenous plants and animals of the area to research. Illustrate or cut out pictures to post for class discussion.

Publish a Newspaper. Write a newspaper complete with headlines, articles, and pictures. Take two or three days to prepare. Designate responsibilities to reporters, editors, writers, designers, photographers, etc.

Surf the Internet. Use a computer to traverse the World Wide Web. Look for the country being studied on the Internet. Find topics of special interest and print out pertinent information and graphics. Discover facts that are not in your social studies books.

Rent Travel Videotapes. Show videotapes of the area or record special features from TV and view for a better understanding of the landforms, architecture, native people, national costumes, etc.

Document Natural Disasters. Natural phenomena such as earthquakes, volcanoes, tsunamis, etc., may occur in your selected region. Find out about these natural disasters and prepare posters, charts, or illustrated reports.

Exchange Money. Make a connection to math. Use the current rate of exchange to calculate equivalencies. Bring in coins from various countries, if available, and identify the nations that use the various types of coins.

Recall

Fill in the Blanks

Complete each statement below. Write the correct answer on each line.

1. The British Isles contain two islands: Great Britain and ____________________.

2. Scotland, Wales, and ____________________ lie on the island of Great Britain.

3. The Northern European countries are also called ____________________.

4. Southern Europe is made up of three ____________________, which jut into the Mediterranean Sea.

5. The first great European civilization in Europe was in ancient ____________________. This civilization influenced Western culture in many fields, including philosophy, the arts, and education.

6. The Roman Empire conquered and followed the first great European civilization. The Romans connected their huge empire by building a large ____________________, which included highways, waterways, and other passageways.

7. Feudalism was the economic system of the Middle Ages. The nobility owned the land and ____________________ worked the land.

8. The ____________________ Revolution took place in Europe. This revolution changed the way goods were manufactured.

9. Europe and Asia are two regions that make up the continent of ____________________ .

10. Many geographers use the Ural ____________________ as the border separating Europe and Asia.

True or False

Write **true** *if the statement is correct. Write* **false** *if the statement is* not *correct.*

__________ 11. The Alps is a river system that runs from Belgium to Germany.

__________ 12. Two large industrial nations in Western Europe are France and Germany.

__________ 13. Western Europe is east of the British Isles and west of Russia.

__________ 14. The Central Uplands in Western Europe are called the heart of Europe because the land is not productive and cannot be farmed.

__________ 15. All of the countries in Northern Europe lie on peninsulas, except Iceland and Estonia.

__________ 16. Much of Scandinavia has been swept by glaciers, masses of desert that slowly move down a hill or mountain.

__________ 17. Southern Europe has a Mediterranean climate, hot and dry summers and rainy winters.

__________ 18. Among the countries in Eastern Europe are Poland, Ireland, and Spain.

__________ 19. The Balkan Peninsula contains the former Yugoslavia and lies in the southern part of Eastern Europe.

__________ 20. The Balkan Peninsula sits between the Adriatic Sea and the Pacific Ocean.

Multiple Choice

Circle the letter of the correct answer.

21. All of the following helped Europe become a center of power in the world except __________ .

    a. Travel and trade have been made easy by river systems and surrounding oceans.
    b. Abundant natural resources have been used for energy and manufacturing goods.
    c. High mountain ranges surround all of Europe and have protected it from invasion.
    d. Agrarian, political, and industrial revolutions occurred in Europe.

22. The British Isles lie to the __________ of mainland Europe.

    a. south
    b. west
    c. north
    d. northeast

23. All of the following former nations except ________ have ceased to exist and been divided into new countries.

a. the United Kingdom
b. Czechoslovakia
c. Yugoslavia
d. the Soviet Union

24. Many European countries are coming together to form an economic union called the ________ .

a. Western European Economic Kingdom (WEEK)
b. European Economic League (EEL)
c. Continental Economic Band of Europe (CEBE)
d. European Community (EC)

25. Europe is a very urban-centered region; about three-fourths of all Europeans live ________ .

a. in the country
b. in the mountains
c. in the city
d. on a peninsula

26. The United Kingdom is made up of ________ .

a. England and Scotland
b. Scotland and Wales
c. England, Wales, Scotland, and Northern Ireland
d. England, Wales, Scotland, and the Republic of Ireland

27. All of the following countries are in Eastern Europe except ________ .

a. Portugal
b. Poland
c. Romania
d. Bulgaria

28. Many of the economies in Eastern Europe were planned by the Communists and controlled by Moscow of the former Soviet Union. The following are all reasons why many of these Eastern European economies failed except ____________ .

a. Industries were inefficient.
b. A lack of competition encouraged workers not to care about their performance on the job.
c. Resources were wasted and the environments were polluted.
d. Workers were too competitive and overworked themselves.

29. The country of ____________ is an island-nation with geysers, lakes, and volcanoes.

a. Spain
b. Iceland
c. Slovakia
d. Belgium

30. The country of ____________ has recovered from two World Wars to become one of the world's most successful industrial nations with Europe's leading manufacturing center.

a. England
b. Germany
c. Greece
d. Poland

Matching

Match the **term** *in the left-hand column with its* **description** *in the right-hand column. Write the correct letter on each line.*

Term

_____ 31. Scandinavian Shield

_____ 32. shatter belt

_____ 33. Southern Europe

_____ 34. Berlin Wall

_____ 35. Paris

Description

A. Much of this part of Europe has a Mediterranean climate. It includes the countries of Spain, Portugal, Greece, and Italy.

B. This is the capital city of France. It is considered by many to be the cultural landmark of the world and contains the Eiffel Tower.

C. This term describes an area in Northern Europe that has been formed by glaciers.

D. This border once separated East Germany and West Germany. In 1990 this border was torn down and Germany was reunified.

E. This term describes Eastern Europe, which has been torn apart after the collapse of the Soviet Union. Borders in this region have been changing quickly.

Fill in the Blanks

Use the word list to complete each statement below. Write the correct word on each line.

heritage
Ireland
economic
mountains
peninsulas
rivers
agrarian revolution
Catholics
Pacific
Ruhr River

36. The island of ____________________ is often called the *Emerald Isle* because its meadows, trees, and lush vegetation make it look like a vast carpet of green.

37. The ____________________ helped produce more crops. New practices included rotating crops and improving the soil.

38. The Danube, Elbe, Vistula, and Thames are all ____________________ in Europe.

39. The Kjolen, Apennines, Pindus, and Carpathians are all ____________________ in Europe.

40. The Iberian, Balkan, and Jutland are all ____________________ in Europe.

41. England, France, and Germany are the major ____________________ centers in Europe.

42. The leading manufacturing center in all of Europe is along the ____________________ valley in Germany.

43. Northern Ireland has been torn by civil conflicts between

_______________________ and Protestants.

44. Our European _______________________ can still be seen in our language, religion, and government.

45. Until recently, the United States' most important trade partner was Europe. Today more goods are traded across the

_______________________ than the Atlantic.

Keys

Mapping (p. 313)

Correct answers will be determined by the teacher.

Fill in the Blanks (pp. 314-315)

1. Ural Mountains
2. ports; navigable waterways
3. North European Lowland; Great European Plain
4. heart
5. United Kingdom; Republic of Ireland; Iceland
6. France
7. communist
8. Norden
9. peninsulas
10. Central Uplands
11. Atlantic Ocean

Short Answer (pp. 320-321)

1. The Greek Empire
2. infrastructure
3. Each area used its land to grow only one or two crops efficiently. These few crops were shipped out and other crops were shipped in.
4. the Middle Ages
5. The nobility owns the land and peasants work the land.
6. Money became a measure of wealth.
7. the agrarian revolution and the Industrial Revolution
8. the French Revolution
9. World War I and World War II
10. their independence

True or False (p. 322)

1. False
2. True
3. False
4. True
5. True

Short Answer (p. 332)

1. peninsula
2. Iceland
3. fish
4. glaciers
5. Mountains block the warm air brought by the North Atlantic Drift.

Fill in the Blanks (p. 333)

1. United Kingdom
2. North European
3. Emerald Isle
4. fog
5. Equator; winter; North Atlantic
6. sea

True or False (pp. 334-335)

1. True
2. False
3. True
4. True
5. False
6. True
7. False
8. True
9. False
10. True

Fill in the Blanks (p. 336)

1. Russia
2. farming; Baltic
3. Slovakia
4. landlocked
5. Yugoslavia; Balkan

Identification (p. 340)

1. Eastern Europe
2. France
3. Germany
4. British Isles

Keys

True or False (p. 346)

1. True
2. True
3. False
4. True
5. False
6. True

Fill in the Blanks (pp. 349-350)

1. culture
2. trading
3. skilled
4. English
5. representatives
6. allies
7. separate

Short Answer (p. 354)

1. a political treaty
2. an economic agreement
3. It raises the price.
4. to make the price of imported goods higher and encourage Americans to buy goods that were made in the United States
5. their trade or markets
6. the United States

Completion (p. 355)

Correct answers will be determined by the teacher.

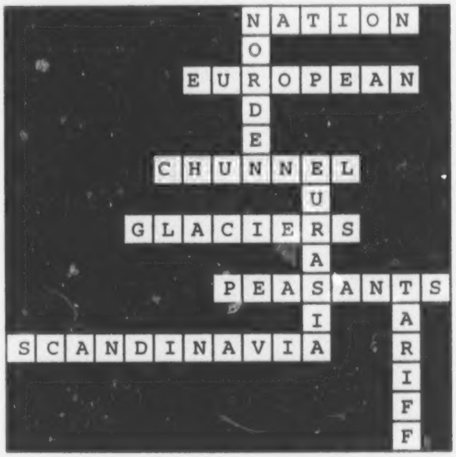
Completion (p. 358)

Correct answers will be determined by the teacher.

Identification (p. 359)

1. Norden
2. Eurasia
3. glaciers
4. nation-state
5. peasants
6. Scandinavia
7. Chunnel
8. European Community
9. tariff

Solve (pp. 360-361)



Recall (pp. 171-178 TG)

Fill in the Blanks

1. Ireland
2. England
3. Norden
4. peninsulas
5. Greece
6. infrastructure
7. peasants
8. Industrial
9. Eurasia
10. Mountains

Keys

True or False

11. False
12. True
13. True
14. False
15. True
16. False
17. True
18. False
19. True
20. False

Multiple Choice

21. c.
22. b.
23. a.
24. d.
25. c.
26. c.
27. a.
28. d.
29. b.
30. b.

Matching

31. C.
32. E.
33. A.
34. D.
35. B.

Fill in the Blanks

36. Ireland
37. agrarian revolution
38. rivers
39. mountains
40. peninsulas
41. economic
42. Ruhr River
43. Catholics
44. heritage
45. Pacific

Unit 10: The United States and Canada

Overview

The United States and Canada make up most of North America. The many cultural and ethnic groups in these countries used the natural resources to create two of the most prosperous nations in the world.

The first people to live in North America were the ancestors of the Native Peoples. Europeans arrived in the early 1500s. Great Britain eventually claimed the land and began to build settlements in regions of present-day Canada and the United States. In 1776 the original 13 colonies began fighting Great Britain to gain their independence. After their victory in 1783, the newly-created United States stretched from the Atlantic Ocean to the Mississippi River. By 1853, the U.S. stretched to the Pacific Ocean. The British created Canada in 1867. In 1981, Canada cut all ties with Great Britain.

The U.S. and Canada developed democratic governments that protect their citizens' rights. These rights include the right to criticize their governments, have a fair trial, and practice their religion. These two nations have become the most peaceful and successful neighbors in modern history. Both nations have become powerful economic and political forces in the world. After World War II, the U.S. became a superpower, along with the U.S.S.R.

The U.S. and Canada share many topographical regions: the Appalachian Highlands (in the east), the Interior Plains (the *breadbasket* of North America), the Rocky Mountains (running from Canada to Texas and New Mexico), the Intermountain Plateaus and Basins (west of the Rockies), the Coastal Ranges (or mountains running along the Pacific Ocean), and the Canadian Shield (which has been swept by glaciers).

Two topographical regions are not a part of Canada. The Coastal Plains, which include Florida, and the most western states, Alaska and Hawaii, are contained fully in the U.S.

The economic and political success of these two nations is partly dependent on lakes and waterways. The Great Lakes provide vast amounts of fresh water. Rivers connect lakes and cities with one another, and help create a large and efficient water transport system.

Climate is one thing Canada and the U.S. do not share. Most of Canada has a cold climate. It is in the high latitudes and has a northern border on the frigid Arctic Ocean.

The U.S. is farther south, in the middle latitudes. Its climates range from humid continental, with cold to moderate winters, to the humid subtropical of southeastern U.S. and Florida.

Because these two nations share many topographical regions and have similar natural resources, their economies also have many similarities. Farming, mining, industry, and even entertainment can look nearly identical on both sides of the U.S.-Canadian border. Both economies have become *post-industrial*. More people now make their living in service and information jobs than by working in factories and on farms.

During the 20th century, people began moving in great numbers from rural areas to cities. By the 1970s, the majority of people had moved from cities to *suburbs*—mostly residential areas built beyond the borders of larger cities.

These successful economies have produced two of the highest standards of living in the world. However, there are also many millions of people who do not live adequately. They are poor; they live in dangerous housing; they cannot afford food or rent; they are sicker and live shorter lives than other people.

Suggested Activities

Travel across the Country. Bring in vacation photographs, maps, and scrapbooks. On a U.S. map, place colored push pins at the various places that the students in the class have visited. Have a "show and tell" day, and display the souvenirs for the class to enjoy. View segments of travel videos to further illustrate the region.

Investigate Events on Date of Birth. [Direct students to relevant resources from which they can discover a national event, political or otherwise, that occurred on their date of birth.] Use a resource to discover an important national event that occurred on your date of birth. Report your findings to the class.

Debate. Choose topical issues of current interest such as environment, health care, energy, regulations, subsidies, etc. According to a prescribed format set by the teacher, plan and debate the sides of the issues.

Compare Forms of Government. From readings about other countries, list countries that have a democratic form of government. Describe the similarities or differences between the U.S. and the other democratic governments.

Challenge Classmates. Play a guessing game: I'm thinking of a ______ (can be river, city, product, landmark, landform). Give clues until someone guesses the answer. The winner becomes the clue giver. Scoring can be set up so that the winner is the one who gives the most clues.

Play *I Spy*. One student can begin by naming sights he/she is seeing in his/her mind's eye in a particular city/region/country (designated by the teacher). Classmates guess where the student is. The winner continues with the game and so on.

Participate in Contests. Match states and capitals, major landmarks, landforms, or waterways. Prepare bingo cards, *Concentration* cards, or other matching-type games as one way of practicing identification.

Engage in Multidisciplinary Activities. Gather information to make a pie graph, bar graph, or line graph. For example, compare average income in the U.S. with other countries previously studied.

Study the Flora and Fauna. Identify indigenous plants and animals of interest. Illustrate or cut out pictures to paste onto a map or poster. Alaska has many unusual animals and Hawaii many rare and exotic plants.

Focus on Economic Issues. Find out about the U.S. and Canadian exports and imports. List the top 10 in each category in a chart. Compare similarities and differences.

Prepare a chart of natural resources of a designated region. Include minerals, forests, oil, coal, falling water, etc. Find out what products are made from each of the resources. List these in a column next to the resource. Bring in samples when presenting the information to the class.

Take a trip to the grocery and/or department store. Identify as many items as you can that are imported. Describe the item and its source. If you can investigate in depth, find out more about the importation and distribution process.

Draw Political Cartoons. Depict farming issues, NAFTA problems, education, health, political topics, etc.

Access the Computer. Use the computer to traverse the World Wide Web. Look for the country, state, or province being studied on the Internet. Find information of special interest and print out current pages for review.

Illustrate Maps. Different parts of North America have different weather phenomena. Create a weather map and depict the special occurrences such as earthquakes, volcanoes, tornados, and hurricanes in the various regions.

Prepare various types of regional maps, including three-dimensional, of the U.S. 1) Draw the Mississippi River system, labeling all the tributaries. 2) Illustrate the natural resources of a region. 3) Show major landmarks, tourist attractions, important cities. 4) Place capitals, state flowers, state birds, etc., on a map.

Recall

Identification

Identify each of the following areas or characteristics as part of the United States (U.S.) or Canada (Can.). Write **U.S.** *or* **Can.** *on each line.*

__________ 1. This country has the sunbelt; the sunbelt is one of the fastest growing regions in this country.

__________ 2. This country has provinces, including the Atlantic provinces and the Prairie provinces.

__________ 3. The New England states are in the northeastern part of this country.

__________ 4. This country has a huge landmass south of the Great Lakes and St. Lawrence River; it also has land in the Pacific Ocean and in the far northwest.

__________ 5. The Yukon Territory and Northwest Territories have 40 percent of this country's area but contain less than one percent of its population.

__________ 6. Quebec and Ontario are the political and financial centers of this country.

__________ 7. This country is divided into provinces and territories.

__________ 8. This country has an area called the "lower" 48, as well as two other states.

_______ 9. The Mississippi, Ohio, and Missouri rivers are important parts of the transportation system of this country.

_______ 10. This country has only five percent of the world's population but produces 25 percent of the world's goods and services.

Fill in the Blanks

Use the word list below to complete each statement. Write the correct answer on the line.

- **Atlantic coast**
- **border**
- **Mississippi River**
- **slaves**
- **Native People**
- **Quebec**
- **pelts**
- **transcontinental**
- **Indians**
- **federation**

11. Columbus and the Europeans called the descendants of the first people to live in North America the _______________.

12. Today we refer to members of this group as _______________, to recognize the fact that they were the descendants of the original people of North America.

13. One of the resources the Europeans wanted from present-day Canada was the _______________ of fur-bearing animals.

14. To encourage Canadians to move west and develop the land, the government built a _______________ railroad to connect eastern and western Canada.

15. The original 13 colonies of present-day United States were along the ______________________, from Maine to Georgia.

16. The province of ______________________ is French-speaking and has voted on separating from the rest of Canada.

17. After the 13 colonies won independence in 1783, the United States stretched from the Atlantic Ocean to the ______________________.

18. The United States and Canada have the longest peaceful ______________________ in the entire world.

19. Both Canada and the United States have a government that is a ______________________, or a central government that can make laws for the entire country.

20. During the 1600s, the British settlers began shipping Africans to the southern colonies to work as ______________________ in tobacco fields.

True or False

Write **True** *only if both statements are true. Write* **False** *if either statement is* not *true.*

__________ 21. The U.S. is the fourth largest country in the world. Canada, however, is much smaller than the U.S.

__________ 22. Very few of the topographical regions, such as the Rocky Mountains and the Appalachian Highlands, run through both the U.S. and Canada. One of the regions that is shared by both countries is the Coastal Plains.

__________ 23. The Interior Plains contain the Central Plains and the Great Plains. The Interior Plains are referred to as the *breadbasket* because they produce so much food.

__________ 24. The Rocky Mountains run from Canada to Texas and New Mexico. The region of the Rockies are sparsely populated because of high elevation, cold climate, and lack of water.

__________ 25. The Coastal Ranges are mountains that run along the Pacific Ocean. They form the western border of the United States and Canada.

__________ 26. The Canadian Shield is a vast region in Canada and a small area in the U.S. The shield has been baked by hot temperatures into a hard clay.

__________ 27. The state of Hawaii has hundreds of volcanic islands. The climate of Hawaii is humid continental.

__________ 28. Much of the land in Alaska is frozen in the winter. This state lies on the Arctic Ocean.

__________ 29. The U.S. and Canada have similar climates. For example, both countries have an area with a Mediterranean climate.

__________ 30. Canada lies in the high latitudes and has, generally, a cold climate. The U.S. is in the middle latitudes and has climates that range from humid continental to humid subtropical.

Identification

In each of the following sentences, one word should be changed to make the statement true. *Cross out the* ~~**incorrect word**~~ *and write the* **correct word** *on the line.*

____________________ 31. Today the U.S. and Canada have pre-industrialized economies, in which many people make their living in service and information jobs.

____________________ 32. One way these two countries have become prosperous was by using natural resources, which include motion resources such as oil, natural gas, coal, and falling water.

____________________ 33. The industrial centers of the U.S. are the cities in the Northeast and the Great Rivers regions.

____________________ 34. Some of the successful rural cities are New York, Chicago, Pittsburgh, and Detroit ("auto city"), where many people work in factories making such products as steel and cars.

____________________ 35. Some of the best farmland in the world is in the Central Mountains, where states such as Kansas and Oklahoma grow enough wheat for this country and many other countries.

Matching

Match each term with its description. Write the correct letter on each line.

Term

_____ 36. Hispanics

_____ 37. immigrants

_____ 38. urbanization

_____ 39. Southern and Eastern Europeans

_____ 40. African Americans

Description

A. This term describes people who come to one country from another. Most present-day Americans are descendants of people described by this term.

B. After the Industrial Revolution in the U.S., between 1860 and 1900, large numbers of people from this area were brought to the U.S. to work in factories.

C. People described by this term had to attend segregated schools until a 1954 ruling by the Supreme Court; many people described by this term left the South after slavery was abolished at the end of the Civil War.

D. This term describes people of Spanish descent; many trace their ancestry to Mexico, Puerto Rico, or Cuba.

E. This term describes the move of people from rural areas to the city; this move to the city was then followed by a move to suburbs.

Keys

Identification (pp. 371-372)

1. Canada
2. The Pacific
3. The Prairie provinces
4. The South
5. The Rocky Mountains
6. The Great Lakes-St. Lawrence provinces
7. The Plains
8. The Northeast
9. The Atlantic provinces
10. The Great Lakes

Fill in the Blanks (pp. 380-381)

1. Indians
2. Europeans; St. Augustine
3. southeastern; southwestern
4. Canada; fur-bearing
5. colonies
6. slaves
7. France; North America
8. land; guns
9. wilderness; Native Peoples
10. United States; Mississippi

Multiple Choice (p. 382)

1. c.
2. b.
3. b.
4. a.

Multiple Choice (p. 394)

1. b.
2. a.
3. c.
4. b.
5. c.

True or False (p. 395)

1. True
2. True
3. True
4. True
5. True

Fill in the Blanks (pp. 401-402)

1. natural resources
2. factories
3. Heavy; Light
4. northern
5. sunbelt
6. Coastal; citrus fruit
7. wheat belt
8. livestock
9. Migrant

Short Answer (p. 405)

1. fur-bearing animals
2. Prairie provinces
3. oil
4. forests or trees
5. Canadian Shield

True or False (pp. 416-417)

1. True
2. False
3. True
4. False
5. True
6. True
7. True
8. True
9. False
10. True
11. False
12. False
13. True
14. True
15. False
16. False
17. True
18. True
19. True
20. False

Keys

Fill in the Blanks (pp. 423-424)

1. England
2. Europe
3. Eastern; Southern
4. segregated
5. Racism
6. Spanish
7. reservations
8. rural; urban
9. suburbs
10. immigrants

Completion (p. 427)

Correct answers will be determined by the teacher.

Identification (p. 428)

1. sunbelt
2. transcontinental
3. Anglo
4. post-industrial
5. province
6. federation
7. metropolitan area

Recall (pp. 187-192 TG)

Indentification

1. U.S.
2. Can.
3. U.S.
4. U.S.
5. Can.
6. Can.
7. Can.
8. U.S.
9. U.S.
10. U.S.

Fill in the Blanks

11. Indians
12. Native People
13. pelts
14. transcontinental
15. Atlantic coast
16. Quebec
17. Mississippi River
18. border
19. federation
20. slaves

True or False

21. False
22. False
23. True
24. True
25. True
26. False
27. False
28. True
29. False
30. True

Identification

31. cross out pre; replace with post
32. cross out motion; replace with energy
33. cross out Rivers; replace with Lakes
34. cross out rural; replace with industrial
35. cross out Mountains; replace with Plains

Identification

36. D.
37. A.
38. E.
39. B.
40. C.

Appendices

Sunshine State Standards, 1996
PEOPLE, PLACES, AND ENVIRONMENTS
(Geography)

Standard 1: **Students understand the world in spatial terms.**

Benchmark	Sample Performance Description
The student uses maps and other graphic representations to depict geographic problems.	1. develops maps to illustrate how population density varies in relation to resources and types of land use 2. develops maps, tables, graphs, charts, to depict the geographic implications of current world events
The student uses mental maps of physical and human features of the world to answer complex geographic questions.	1. prepares maps indicating the approximate locations of different political cultures in the U.S. to predict voting patterns 2. analyzes world patterns of the diffusion of contagious diseases

Standard 2: **Students understand the interactions of people and the physical environment.**

Benchmark	Sample Performance Description
The student explains how geographic regions change over time.	1. examines the characteristics of regions that have led to regional labels and how they have changed over time 2. explains how regional landscapes reflect the cultural characteristics of their inhabitants as well as historical events 3. explains how technological advances have led to increasing interaction among regions
The student analyzes how certain cultural characteristics can link or divide regions.	1. describes how language, ethnic heritage, religion, political philosophy, social and economic systems, and shared history contribute to unity and disunity in regions
The student analyzes past and present trends in human migration and cultural interaction.	1. examines how social, economic, political, and environmental factors influence migration and cultural interaction

Unit Generalizations

Unit 1: Introduction to World Geography

Geographers study both physical and cultural characteristics as they seek to understand a place

Awareness of change is important to understanding the geography of any place

Landforms and climate suggest and limit people's activities but do not dictate them

Unit 2: Locating Places

Maps are the most important tool of the geographer, but it is impossible to create the perfect representation of the earth on a flat surface.

Understanding the grid on a map and the earth's declination are essential to understanding location, climate, and night and day

Unit 3: Living on Earth

Each climate region has a unique combination of vegetation, soil, and wildlife

The importance of the physical environment is a result of people's attitudes, objectives, and level of technology

Modern farming is dependent on transportation and an agricultural infrastructure as well as on good soil, moisture, and enough sunlight.

Unit 4: Latin America

Mexico and Central American countries benefit from their highlands and the vertical zonation of the natural environment.

Mexico and Central America are characterized by a culture that is the result of a blending of Spanish and Indian ways.

Underdevelopment of the economy is characteristic of Latin America and political instability is often a major problem

Land reform, the sharing of land ownership by all the people, is needed to encourage economic justice.

Florida is in an advantageous location to benefit from business, social, and cultural contacts with Latin America.

Latin America's geography includes some of the most significant landforms, climates, vegetation, and other resources in the world.

Most of Latin American cities are located on the continental edges and are growing at a rapid rate.

The Caribbean Islands are heavily populated and their cultural geography is dominated by African influences.

South America is characterized by cultural diversity with major influences from several individual European countries as well as India and Japan.

Latin America has rich economic promise but wealth does not get down to the middle and poor classes.

Unit 5: North African and Southwest Asia

This region has been called the cradle of western civilization because several of the world's greatest ancient cultures began here.

Three of the world's great religions began here, but today it is predominantly Islamic.

Population concentrations in this region are found in association with availability of fresh water.

Natural and cultural environments are heavily influenced by drought and unreliable precipitation.

The term "crossroads of the world" and "the middle east" are terms that are relative to East Asia and Europe.

In the 1990s bitter cultural conflict comes from both diverse religious characteristics as well as the uneven distribution of petroleum.

Despite enormous reserves of petroleum in some countries, some of the oil revenues have failed to raise the living standards of a large majority of the populations.

Poor water distribution and quality degrade the level of living of more than half of the people whose economic support comes from subsistence farming.

World politics is affected by the political instability of the countries in Southwest Asia and North Africa.

There are great social differences in the freedom allowed individuals, particularly women, in the Christian, Jewish, and Moslem societies of North Africa and Southwest Asia.

Israel has the highest per capita income in this region and it has been helped significantly by nations in Europe and particularly by the United States. This prosperity in the middle of very poor Islamic countries is a thorn in the side of Islamic fundamentalism.

Unit 6: Africa South of the Sahara

The history of Sub-saharan Africa includes the location of some of the earliest evidences of man, the establishment of large wealthy kingdoms as well as the dictatorial control by colonial powers as well as native rulers.

The chief physical factors of Africa are its plateau character, variable rainfall, and lack of a broad coastal plain.

Africa's vegetation follows a pattern with savannas north and south of the Equatorial rainforest. North and south of the savanna the short grasses disappear and desert vegetation predominates.

An internal barrier to economic development is the lack of transportation routes between the countries. The major rivers have rapids and waterfalls and virtually all of the roads, built by colonial powers, run from the coast inland to transport natural resources to the coast for shipment overseas.

Africa suffers from many problems such as desertification, deforestation, and diseases, as well as a lack of economic and political stability.

The existence of a rich resource base does not necessarily mean that a country will have a high level of living.

While South Africa has by far the strongest economy in Africa and a rich natural resource base, it still has to overcome the problems of racial separation and unequal opportunity.

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Unit Generalizations

Unit 7: Asia

The major geographic quality of Asia is its enormity. Its extent, diversity of physical and cultural characteristics, and its total population dwarf each of the other continents.

Australia and New Zealand's absolute and relative locations have influenced their historical development and impact their current economic development.

Asia contains more than one-half of the world's human population. This population is diverse as to race, religion, type of government, levels of living, etc.

The nations of Asia's Pacific Rim are becoming very important to the economics of North America and the world.

America's foreign policy has been impacted greatly by Asian wars in the 20th century.

The economic and social history of Australia and New Zealand is European in origin, but in the 1990s those two countries are trying to fit into the Asian Pacific Rim future.

Vast areas of land in Asia will not support any people.

Asia's Pacific Rim is characterized by centers of growth and productivity that lead the world.

Many areas and border locations are hotly contested in Asia and several could lead to another Asian war.

Unit 8: The Former Soviet Union

Russia's immense size includes a great variety of natural and cultural characteristics. Many of these are good but some provide Russia with its most perplexing problems.

Due to climate factors and soils only a small portion of this large nation has fertile, productive farmland.

A major stumbling block to economic development is a lack of good infrastructure and political stability.

Russia's population is located in the western portion of the country and in a narrow band along the eastward route of the Trans-Siberian railroad.

Russia's extreme northern location and cold continental climate is a major obstacle to overcome in economic and social development.

In spite of vast natural resource wealth in Siberia, climate and distance problems face the country as well as a lack of capital for development.

The failure of the communist economic system, with its emphasis on weapons and other war materials, has left the country with few consumer products, and those are of very poor quality.

It is important to the United States that Russia and the countries of the ex-Soviet Union develop strong capitalist economies and democratic political systems.

Unit 9: Europe

Europe's shape, a peninsula of peninsulas, was historically important to encourage contact with the rest of the world.

Intelligent, well-educated people, a good supply of natural resources, access to raw materials from around the world, and governmental policies that protected local industry encouraged the development of the Industrial Revolution in Europe.

Europe's natural environment includes a wide range of landforms, vegetation, climate, soils, and mineral resources.

Different regions in Europe produce different products and, particularly following World War II, the nations have benefited from economic exchange of goods and services.

Europe benefits from well-developed infrastructure such as transportation, communications, and education systems to produce, generally, a high level of living.

Major countries in Europe are developing political and economic agreements which will allow their 400 million people to compete with other major world power blocks. This could lead to a United States of Europe.

While the United States and Canada gained their independence from England, most of their early population growth and cultural and political background was European.

Even though Western Europe is located in the mid to high latitudes, the climate is modified by the Gulf Stream which makes its winter temperatures comfortable.

Unit 10: The United States and Canada

Canada and the United States have well-defined landform regions.

Both countries, but especially the United States, benefit from a varied and valuable base of natural resources.

The United States benefits from some of the best soils and water resources of any nation in the world.

Most of the great cities of North America are located on coasts, lakes, or rivers. This is common to great cities around the world.

North America's population, while not large for the size of the two countries, is highly urbanized and mobile.

The vast majority of Canadians live within 20 miles of the U.S. border and through economic agreements, including the North American Free Trade Agreement, act with U.S. citizens as a single economy.

The wealth of the people of North America is due to a rich resource base, good education, favorable government relations with business and a well-developed infrastructure including transportation and communications.

An undeniable weakness in the American economy is the large number of people who live in poverty, including children who do not receive adequate health care.

Ethnic and racial divisions are problems that need to be solved in the United States, whereas the main problem in Canada is bilingualism.

Prior to the increase in the application of technology to military affairs, the United States benefited from its isolation from Europe and Asia.

Canada and the United States, two democratic friends, enjoy the largest unprotected border of any two large nations in the world.

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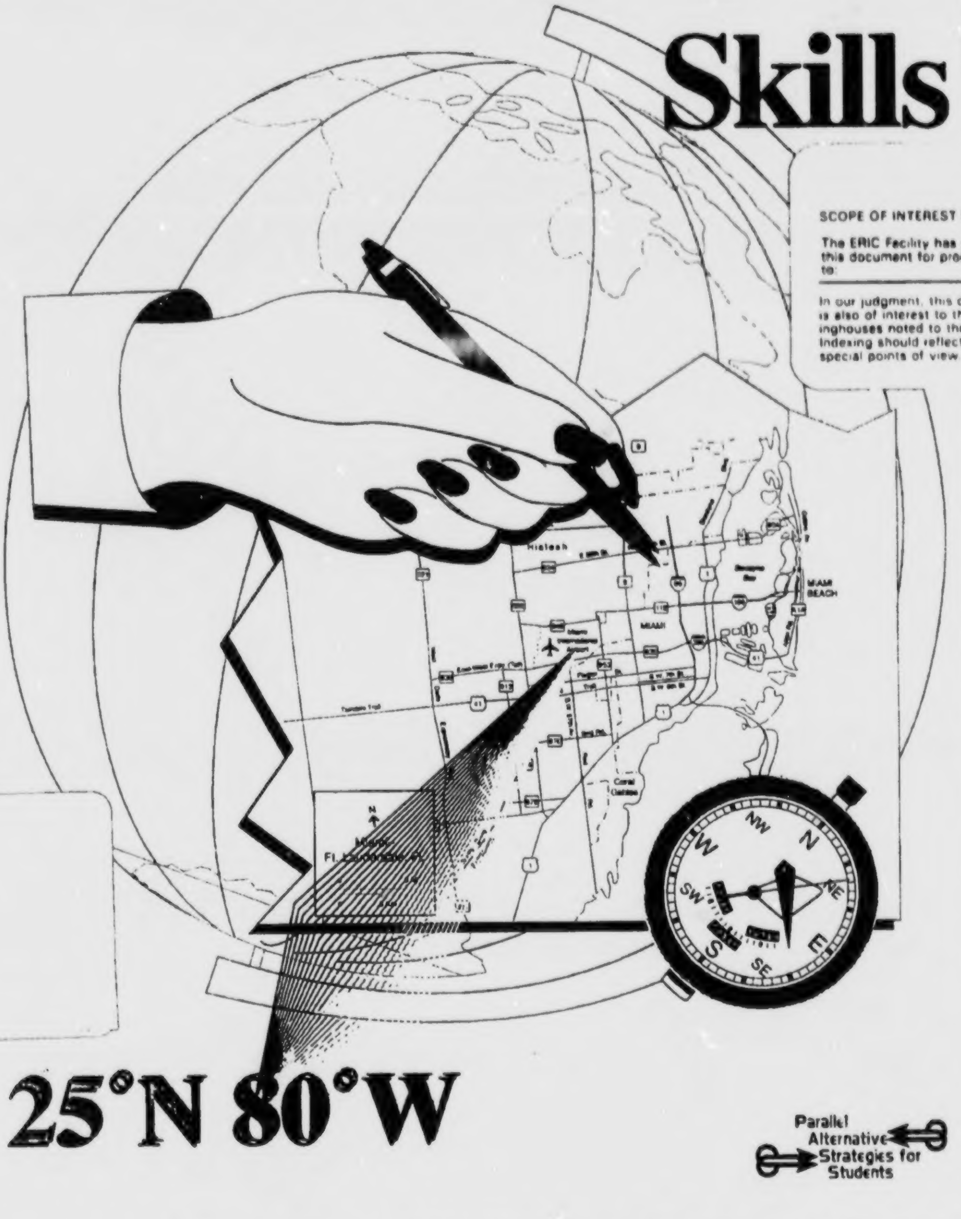
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Parallel Alternative Strategies for Students

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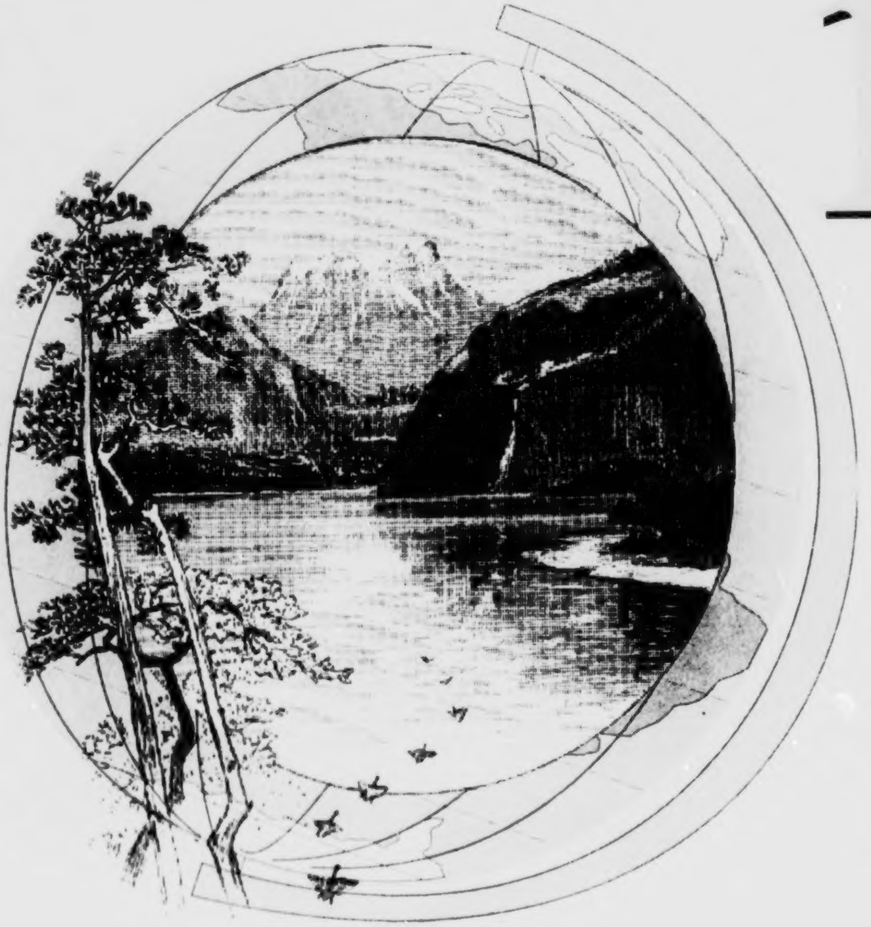


Introduction to World Geography

Remember

Vocabulary

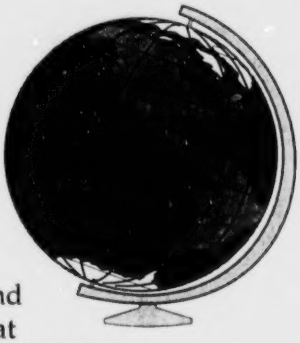
Study the vocabulary terms below.

climate	the weather pattern of a place over a long period of time
continent	a large landmass
cultural geographer	a scientist who studies people and their relationship to one another and to Earth
culture	the way of life of a people
geographer	a scientist who studies places on the surface of the earth, including the way people have adapted to their environments and to one another
geography	the study of places on the surface of the earth, including the way people have adapted to their environments and to one another
glacier	a large sheet of ice
globe	a miniature model of the earth
ice ages	past periods when large sheets of ice reached as far south as the Ohio and Missouri river valleys in North America and central Europe in Eurasia

landforms	individual shapes or features on the earth's surface
landscape	total appearance of an area
legend	explanation of the symbols used on a map; also called *key*
map	a drawing of the earth or part of the earth on a flat surface
Pangaea	a supercontinent that existed over 200 million years ago
physical geographer	a scientist who studies natural features and events on the earth's surface
plate tectonics	shifting of the earth's foundation or plates, causing landmasses to break apart and collide
rift	trough or trench where the earth's crust has pulled apart
sphere	a round object
solar system	the sun and the nine planets (and their moons) that orbit around it

Read

What Is Geography?



Suppose your parents came home tonight with plane tickets in hand and announced: "The family is going on a vacation to Abidjan!" What questions would come to your mind?

"Abidjan? Where is Abidjan? What's it like there? Does it have beautiful beaches and wonderful warm weather? Or are there majestic mountains and snow? Is it a desert, or is it gloomy and rainy? What kind of clothes will we need? How far from home is Abidjan anyway? What language do the people speak and what are they like?"

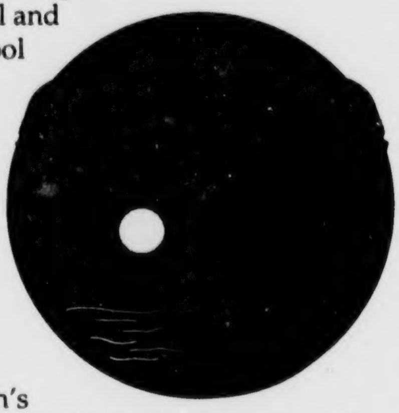
All of these questions focus on the character of the *place* you are about to visit. Some of these questions ask about the place's **climate**, or its weather pattern over a long period of time. Some of these questions focus on **landforms**, or the shapes or features of a place's surface. And some of these questions focus on **culture**—the way of life of a people.

The study of places on the surface of the earth, including the way people have adapted to their environments and to one another, is called ***geography***. History focuses on "time." Geography focuses on "place." "Geography" comes from the ancient Greek *geo*, meaning "Earth," and *graphia*, meaning "writing" or "carving." **Geographers** study what people and forces of nature have "carved" on the earth's surface. Geographers who study people and their relationship to one another and to Earth are called ***cultural geographers***. Geographers who study natural features (such as landforms, climates) and events (such as volcanic eruptions and earthquakes) are called ***physical geographers***.

Humans everywhere are curious about the place where they live and those places beyond their own experience. Our interests range from the origins of a river that we cross every day to the climate on high mountains and how people live there.

Geography has grown in importance as communication and trade has made the world seem smaller. Now, more than ever, the people on Earth must begin to act as a global community. The geography of the United

States affects people on the other side of the world. Equally, the other side of the world also affects the United States. Because of the freezes in south and central Florida in January and February of 1996, people thousands of miles away had to pay more for fresh fruits and vegetables. Problems in oil-producing regions of the Middle East mean higher prices for gasoline to run our cars, and for oil and gas to heat our houses. A discovery of a school for terrorists in Bosnia has political effects around the world. We cannot understand the world or make responsible decisions about the earth's surface without geography.



The Study of Earth's Surface: Land, Water, Air, and People

Geography is the study of places on the earth's surface. *Geographers* gather information about Earth's land, water, air, and people. They analyze the information to learn about Earth in its present state and to learn how Earth is changing.

Studying geography helps us to understand how people are using Earth and how to treat Earth kindly and well. We can learn which locations are best for growing a particular crop. We can discover which ways of life are best suited for particular climates. And we can learn how to insure that Earth will be healthy for the next generations. Knowing the present landforms, climates, and people throughout the world also will help us survive in foreign places. If you went to a place with different landforms or climate or culture than your own without a knowledge of its geography, you would not survive very well.

Studying geography also teaches us how Earth is changing. Understanding how Earth is changing helps us to prepare for the future. Discovering which volcanoes are likely to erupt can help us protect people and property from damage. Learning that a coastline will erode or wash away in the future cautions us to build elsewhere. Working to protect Earth is really a way to protect ourselves. When Earth is unhealthy, the people who live on Earth will be unhealthy.

Some changes result from natural causes such as wind, rain, or earthquakes, but many are caused by humans. Cutting forests, planting crops, fishing the oceans, and building cities all alter the geography of the earth. The earth looks very different today than it did a million years ago. What do you think the earth will look like one million years from now?

The Geographer: Using Tools to Observe and Describe Earth

Geographers use many skills and tools to observe and describe places on Earth. They make **maps** and models of the earth. *Maps* are drawings of the earth, or part of the earth, on a flat surface such as a piece of paper. **Globes** are miniature models of the earth. You are probably familiar with scale models of cars and airplanes and perhaps have even built one. Maps and globes are used to show areas of land and water. Maps and globes are also used to show the location of natural features, such as mountains and forests, and human settlements, such as towns and cities. Maps usually have a **legend** or key. The legend tells you what the symbols on the map mean. In Unit 2 you will learn more about maps and globes.

In the past, maps had to be made or drawn by hand. Today, computers, aerial photographs, and satellite images are used to create more accurate models and illustrations of the earth.

Exploring and Charting Earth: A Human Desire

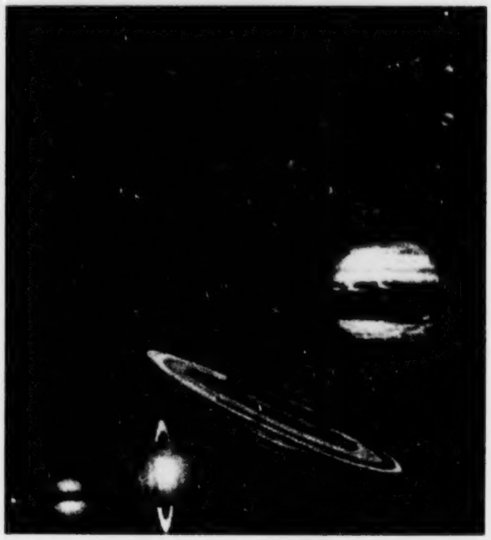
Humans have always been interested in learning about Earth. Early explorers discovered new places and reported what they saw. Their reports helped people gain information about the planet. Gradually, the information was collected and recorded for anyone to see. Interest in exploring and charting the world has continued to increase. As a result, Earth's features have become very familiar to us. We have also learned that Earth is only one of the many heavenly bodies in the universe.

The Solar System: The Bodies That Revolve around the Sun

Look up at the sky. The daytime sky is filled with light from the sun. The sun's light is so bright that it prevents us from seeing other planets and stars in the sky. On a clear night, the light from other planets and stars can be seen.

Billions of years ago a star died, exploding into a spinning disk of gas and dust. Our **solar system** was born when the center of the spinning disk became a new star, our sun. The other materials became the planets and their moons, asteroids, meteors, and comets.

At the center of our solar system is the sun. In order, the planets that revolve around the sun are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto. Each planet is a different size, but all are shaped like a **sphere**, or a ball. The planets revolve in individual paths called *orbits* around the sun. The path in which some planets orbit will change for a period of time. For example, for a 20-year period during each revolution (248 years), Pluto passes inside Neptune's orbit.



Scientists study the solar system for many reasons. They want to learn more about the other planets and stars in the universe. But their studies also enable them to learn more about Earth. Studying Earth from space can help us track hurricanes, gather information about harmful radiation that enters our atmosphere, and study many other dangers. The information helps to explain the history of Earth and how it is affected by its place in the solar system.

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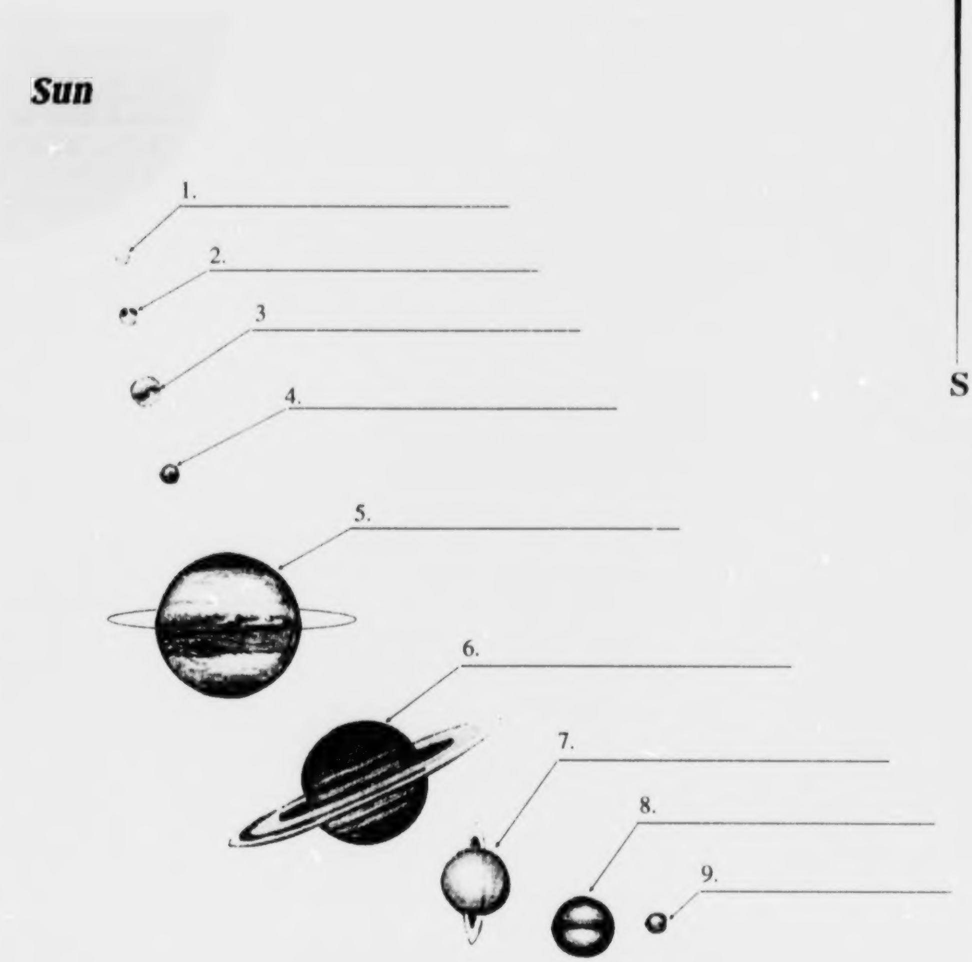
Record

Identification

Label the illustration below. Write the name of each of the nine planets in the correct order on the lines below.



Read

The Building of the Earth's Landmasses

Begin your study of Earth's surface from a point somewhere above the planet. At first glance you notice how blue the surface of Earth looks. The blue you see is Earth's water, which covers more than 70 percent, or nearly three-fourths, of our planet. As your eyes sharpen their focus, you'll begin to see small, dark patches that look like islands within the vast expanse of blue. Those islands are the six **continents**, or large landmasses, upon which we live. These continents, however, have not always existed or been arranged in their present design.

Pangaea: Earth's Continent Millions of Years Ago

Have you ever noticed how the earth's continents look like pieces of a puzzle? In fact 200 million years ago they all fit together into a single giant continent. Scientists have named this continent **Pangaea**. *Pan* means "all" and *gaea* means "Earth" in Greek. The northern region of Pangaea, called *Laurasia*, is thought to have included the present-day continents of North America and Eurasia. The southern region, named *Gondwanaland*, included the present-day continents of South America, Africa, Australia, and Antarctica, as well as the peninsula of India and the island of Madagascar.

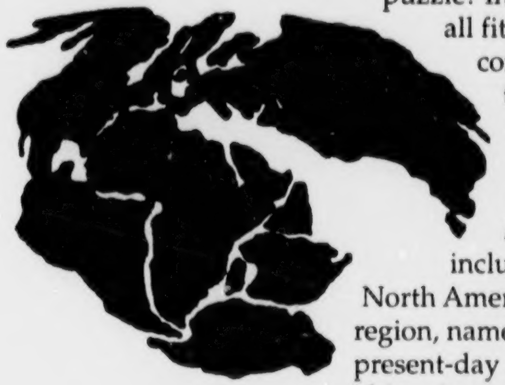


Plate Tectonics: Splitting Apart and Colliding

Did you know that the earth is not the hard, solid ball it appears to be? The surface of the earth—its continents, mountains, volcanoes, valleys, and deep ocean trenches—is shaped by energy and movement deep inside the earth.

Many scientists believe the earth is covered by large, hard sections called *plates*. The rocks beneath these plates are soft and hot. Because they are soft, they can change shape easily without breaking. But the plates are hard and cool. They cannot change as easily. When changes even deeper inside the earth cause the soft, hot rock to move, the plates bend, break, and collide. Collisions of the earth's plates created the world's great mountain ranges. Separations in the earth's plates formed the continents. **Rifts**, such as the 1900-mile-long Great Rift Valley in Africa, are the first stage in the splitting apart of a continent to form a new ocean basin.

Where do you think earthquakes are most likely to happen? If you answered "along cracks in the earth's crust," you are correct. These cracks are called *faults*. One of the most famous is the San Andreas fault in California. The San Andreas fault is the boundary between the North American Plate and the Pacific Plate.

The Present Shape of Earth: Six Continents; Four Major Bodies of Water

As a result of **plate tectonics**, there are six major continents, or landmasses, on Earth today. They are North America, South America, Africa, Eurasia (Europe and Asia), Antarctica, and Australia. Each continent is surrounded by ocean waters. The ocean is actually one gigantic body of water. We have artificially divided the ocean into four smaller bodies of water: the Arctic Ocean, Atlantic Ocean, Indian Ocean, and Pacific Ocean.

Record

Mapping

Cut out the Pangaea puzzle pieces on the next page. Put them together like puzzle pieces by matching pieces with the same latitudes (indicated by numbers followed by a degree symbol and N *or* S *for* north *and* south*). Latitudes are the way to find exact locations on the earth. You will learn more about them in Unit 2. After you have put the pieces together, paste them onto the grid on p. 14. Again, match the latitudes on the pieces with the latitudes on the grid.*

Short Answer

After you complete the puzzle, answer the questions below.

1. Which continent has stayed in approximately the same location?

   ____

2. What part of present-day Eurasia was once a separate landmass?

   ____

3. Which two continents drifted to the west?

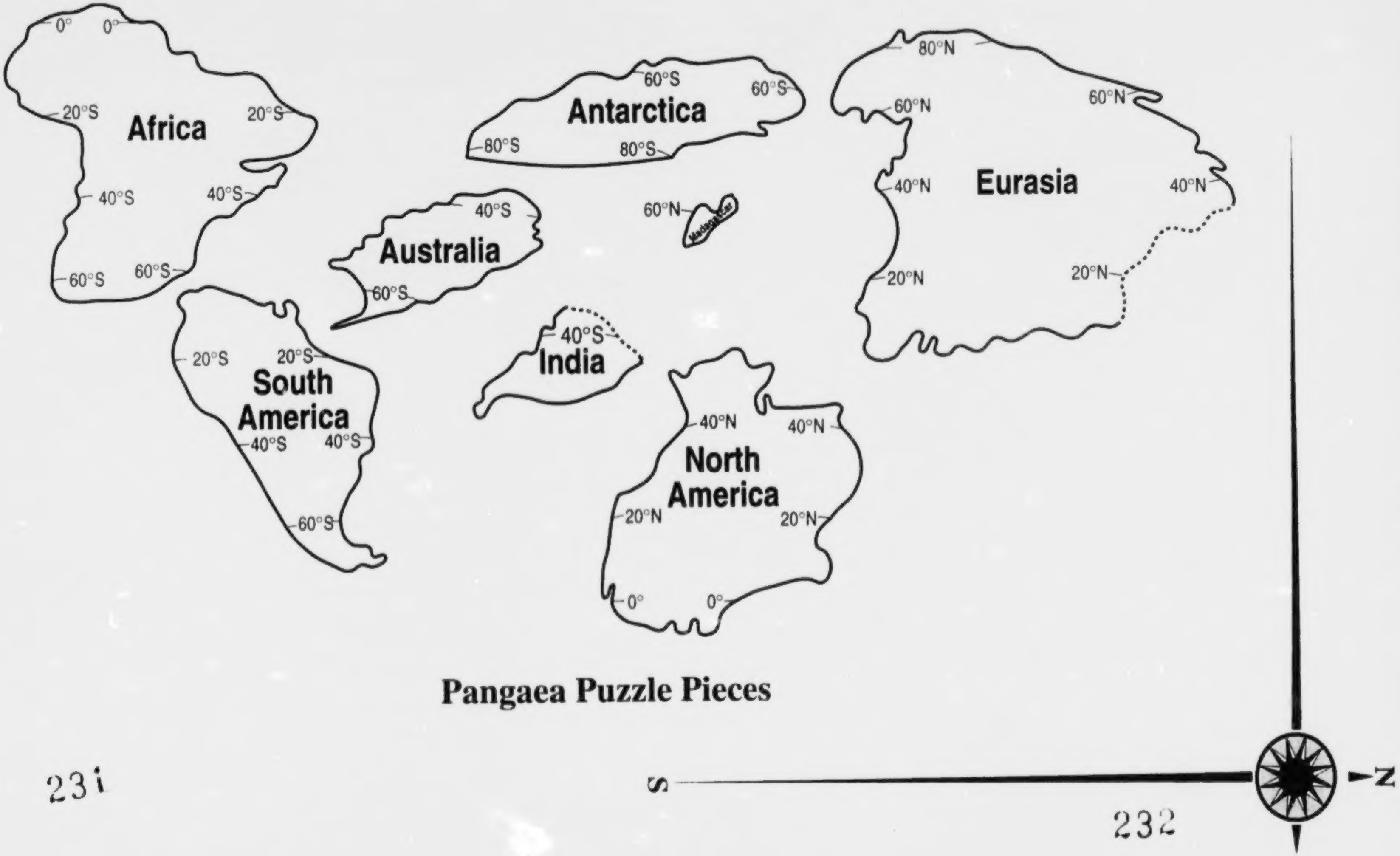
   ____

4. Which landmass drifted to the northeast?

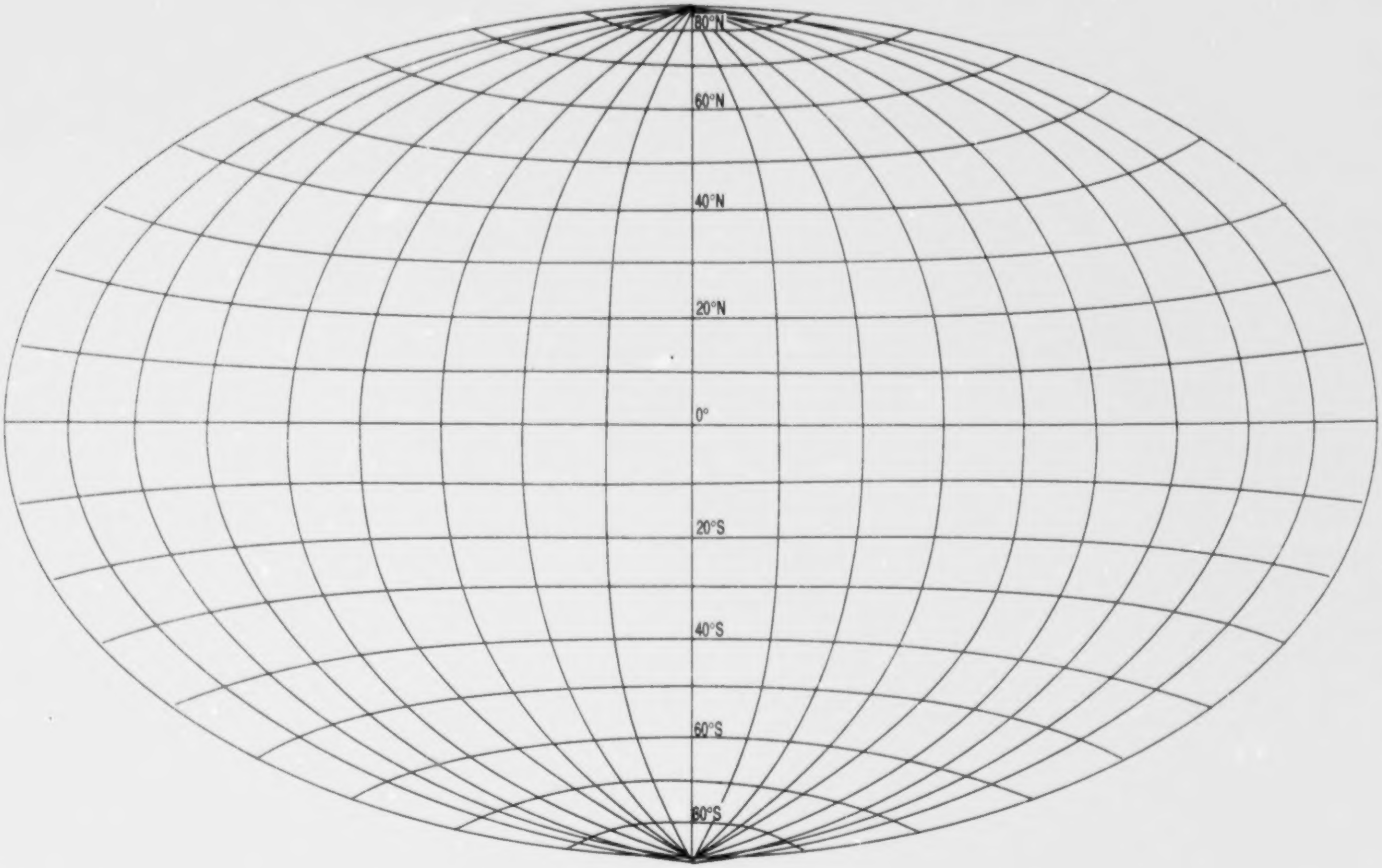
   ____

5. North America originally fit against which three continents?

   ____


Africa
0°
0°
20°S
20°S
40°S
40°S
60°S
60°S
Antarctica
60°S
60°S
80°S
80°S
Eurasia
80°N
60°N
60°N
40°N
40°N
20°N
20°N
Australia
40°S
60°S
Madagascar
60°N
India
40°S
South America
20°S
20°S
40°S
40°S
60°S
North America
40°N
40°N
20°N
20°N
0°
0°
S
N

Pangaea Puzzle Pieces

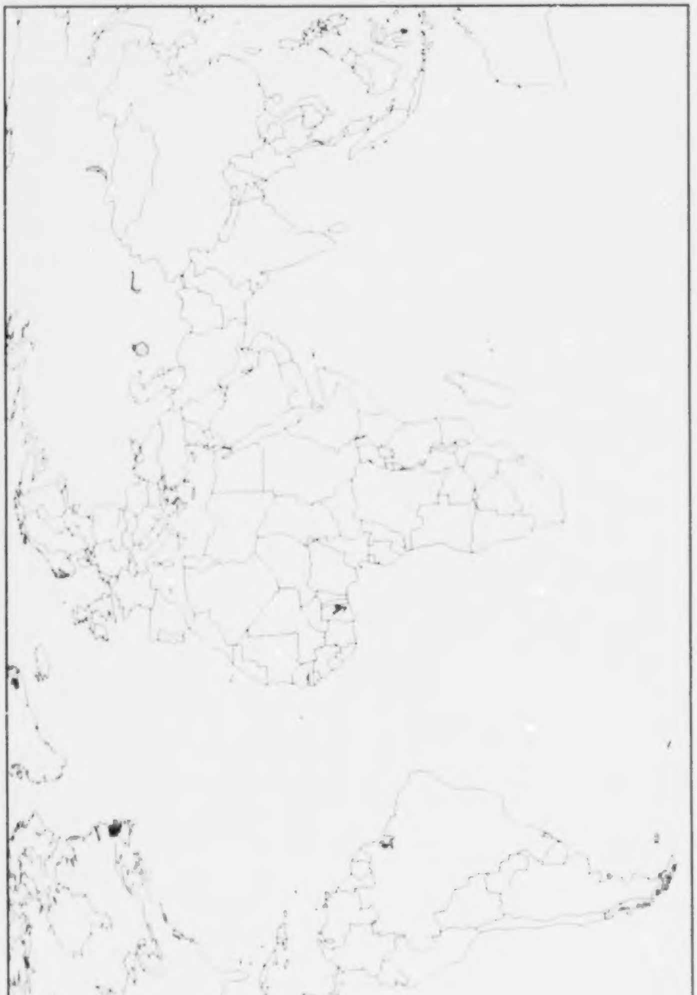

80°N
60°N
40°N
20°N
0°
20°S
40°S
60°S
80°S

Pangaea Puzzle Grid

Record

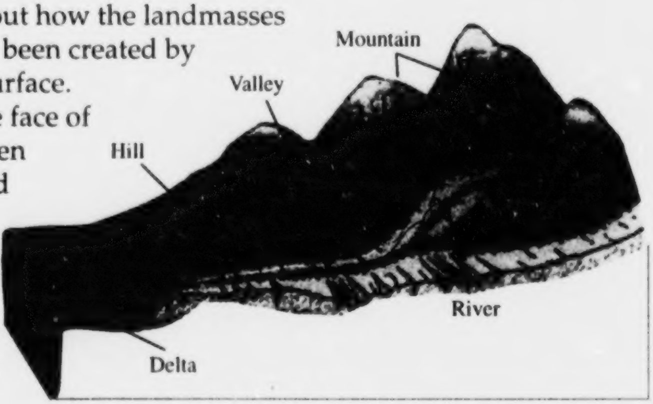
Mapping

Use classroom reference materials to label the continents and oceans on the map below.



Read

The Shapes on the Earth's Surface: Landforms and Water Bodies



We have learned about how the landmasses on Earth today have been created by forces beneath the surface. Throughout time the face of the earth has also been shaped and reshaped by wind, rain, and ice.

Through four **ice ages, glaciers** and melting ice dug out valleys and created rivers. Wind and rain continue to shape the earth: eroding mountains, building and destroying beaches, and carving new stream channels.

Geographers use particular terms to describe what Earth looks like today. **Landscape** refers to the total appearance of an area. Is it hilly or flat? Forested or treeless? On the ocean or far from water? Single features in the landscape are called *landforms*. Usually, people adapt, or adjust, their lifestyle to the landform or water body they live on or near. The place where we live is one of the strongest influences on how we live.

Below is a list of some of the terms geographers use to describe landforms and water bodies.

Landforms:

archipelago	a large group of islands
basin	a bowl-shaped hollow in the earth's surface
delta	the area at the mouth of a river where sand and mud has been deposited

hill	landform that rises above surrounding land; not as high as a mountain
island	a landmass entirely surrounded by water
isthmus	a narrow strip of land connecting two larger bodies of land
mountain	a landform higher than a hill with steep slopes
peninsula	an area of land bordered on three sides by water
plain	broad, flat area of land
plateau	flat-topped, elevated land that rises above the surrounding land
valley	a long, low area between mountains or hills

Water bodies:

bay	a body of water partly enclosed by land
estuary	area where a river meets the sea
gulf	a large area of ocean partly enclosed by land
harbor	a sheltered place on the coast of a body of water deep enough for ships
ocean	a very large body of salt water
river	a large natural stream of water
strait	a narrow waterway connecting two larger bodies of water
tributary	a smaller stream that empties into a river

Record

Identification

Decide if each term below is the name of a **water body** *or* **landform**. *Place a check* **(√)** *under the correct heading.*

		Water body	**Landform**
1.	estuary	______	______
2.	archipelago	______	______
3.	ocean	______	______
4.	delta	______	______
5.	strait	______	______
6.	plateau	______	______
7.	hill	______	______
8.	harbor	______	______
9.	isthmus	______	______
10.	peninsula	______	______
11.	plain	______	______
12.	gulf	______	______
13.	mountain	______	______
14.	bay	______	______
15.	basin	______	______
16.	tributary	______	______

Record

Fill in the Blanks

Use the words in the box below to complete each sentence. Write the correct term on each line.

archipelagos
peninsula
estuary
plateau
tributaries
isthmus

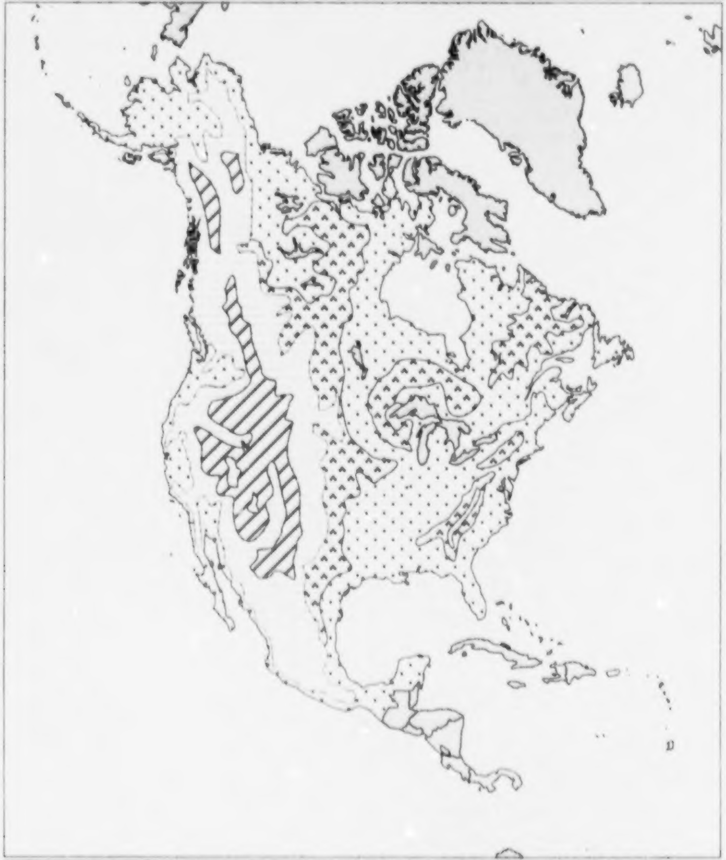
1. A(n) ________________ is a narrow strip of land joining two larger bodies of land.
2. Many smaller streams, or ________________ , empty into the Mississippi River.
3. Florida is a(n) ________________ ; it is bordered on three sides by water.
4. A(n) ________________ is formed where a river meets an ocean.
5. In the distance, we could see the flat-topped elevated land of the ________________ region.
6. The Florida Keys and the Hawaiian Islands are large groups of islands. They are examples of ________________ .

Record

Mapping

Study the map of North and Central America below. Then refer to the chart for landforms and elevations. Color the symbols on the map according to the key.

North and Central America



Pattern	Landform	Elevation	Color
⁘	lowlands and coastal plains	sea level to 1,000 ft.	green
∴	hills and low plateaus	1,000 to 2,000 ft.	yellow
	high plateaus and low mountains	2,000 to 5,000 ft.	orange
▨	mountains	5,000 to 10,000 ft.	brown

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Recap

The subject of *geography* is the study of the surface of the earth, including the way people have adapted to their environment and to one another. Whereas history focuses on "time," geography focuses on "place." It is the study of the *landforms*, water bodies, and *climate* on the earth. It is also the study of the way people make use of the earth's surface: how people change a place to suit their needs.

Geographers analyze the present condition of Earth. The results can help us understand how to make the healthiest use of Earth. Geographers also use their studies to predict future changes on Earth. By "seeing" into the future, we can prepare for those changes and protect the health of the planet. The people on Earth can only be healthy if the planet is healthy.

From the moment of its origin, the planet has constantly been changing. *Plate tectonics* explains the creation of Earth's six continents and its great mountain ranges and valleys. Throughout time the face of the earth has been shaped and reshaped by wind, rain, and ice. These forces both beneath and on the surface continue to shape the earth and to make it a planet of great geographic variety.

Review

Identification

Write the correct vocabulary term on each line.

______________________ 1. past periods when large sheets of ice reached as far south as the Ohio and Missouri river valleys in North America and central Europe in Eurasia

______________________ 2. trough or trench where the earth's crust has pulled apart

______________________ 3. a scientist who studies places on the surface of the earth, including the way people have adapted to their environments and to one another

______________________ 4. a drawing of the earth or part of the earth on a flat surface

______________________ 5. shifting of the earth's foundation or plates, causing landmasses to break apart and collide

______________________ 6. the sun and the nine planets (and their moons) that orbit around it

______________________ 7. a scientist who studies people and their relationship to one another and to Earth

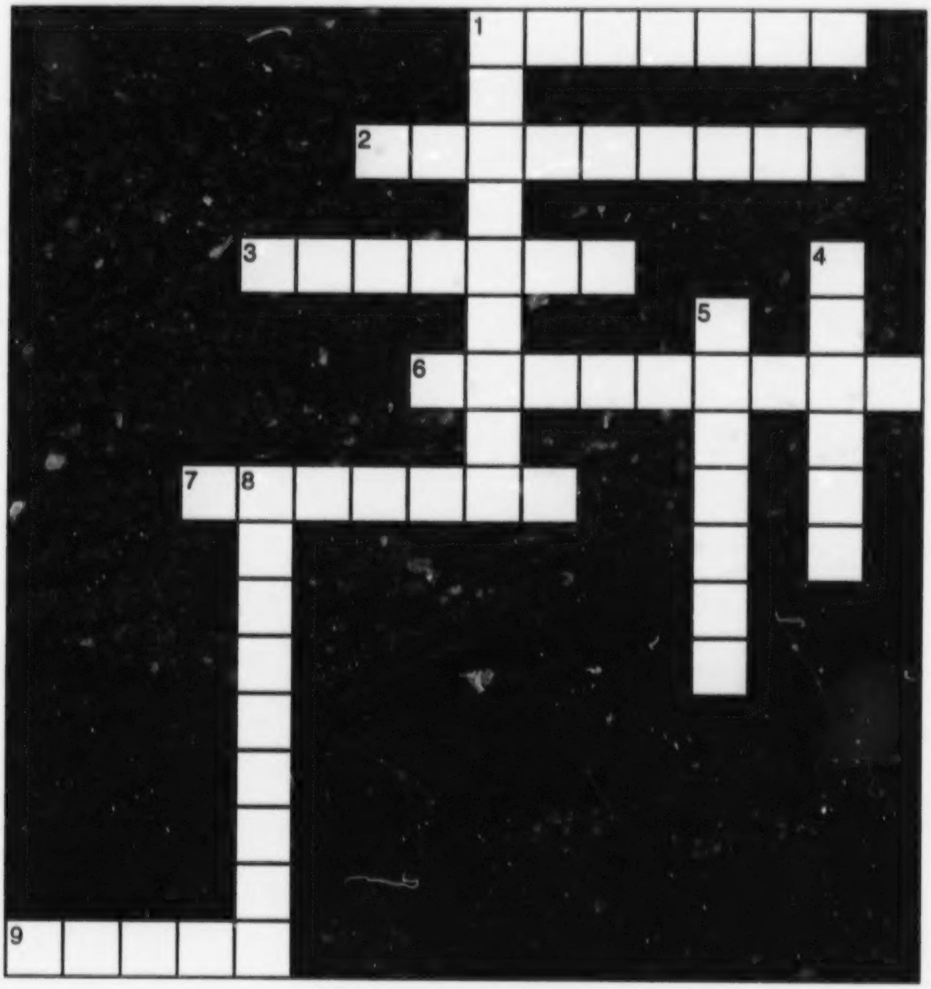
______________________ 8. a scientist who studies natural features and events on the earth's surface

______________________ 9. explanation of the symbols used on a map; also called a *key*

Replay

Solve

Use the clues on the next page to solve the crossword puzzle below.



Across

1. the way of life of a people
2. individual shapes or features on the earth's surfaces
3. a large sheet of ice
6. the study of places on the surface of the earth, including the way people have adapted to their environments and to one another
7. the weather pattern of a place over a long period of time
9. a miniature model of the earth

Down

1. a large landmass
4. a round object
5. a supercontinent that existed over 200 million years ago
8. total appearance of an area

2

Midnight
AM (Morning)
PM (Afternoon)
Midnight
12
1
10
11
12
Prime Meridian
Anchorage
London
Moscow, Russia
New York
Los Angeles
Osaka, Japan
Mogadishu, Somalia
International Date Line
International Date Line
Prime Meridian
West Longitude
East Longitude
180°
165°
150°
135°
120°
105°
90°
75°
60°
45°
30°
15°
0°
15°
30°
45°
60°
180°
N
NW
W
SW
S
SE
E
NE

Locating Places

Remember

Vocabulary

Study the vocabulary terms below.

absolute location	the precise location of a place on the earth
Antarctic Circle	imaginary line drawn at 66½° S
Arctic Circle	imaginary line drawn at 66½° N
atlas	a collection or book of maps
coordinates	numbers and/or letters corresponding to a grid on a map or globe; coordinates are used to locate places
Equator	an imaginary line that encircles the earth halfway between the poles; it divides the earth into two equal halves
grid	a system of lines on a map or globe indicating distances and directions
hemisphere	half of a sphere; the portion of Earth between the Equator and a pole
International Date Line	imaginary line at 180° E or W; determines the point on the earth's surface where the date changes

land elevation	the altitude, or height, of land above sea level
latitude	the measure, in degrees, north or south of the Equator
longitude	the measure, in degrees, east or west of the prime meridian
meridians	imaginary lines on the earth running north to south and meeting at the poles; used to measure distances east and west of the prime meridian
parallels	imaginary lines that circle the earth from east to west; used to measure distances north and south of the Equator
physical map	a map that shows natural features (landforms and water bodies) on the earth's surface
polar regions	regions north and south that receive the least amount of sunlight year-round; generally north of 66½° N and south of 66½° S
political map	a map that shows manmade boundaries between countries, states, cities, and other political units, or political data such as voting patterns

prime meridian	an imaginary line that extends from the North Pole to the South Pole at 0° longitude; it is associated with measuring time; also called the *Greenwich meridian*
projection	drawing or representation of the spherical earth on a flat surface, or map; every *projection* distorts some features of the area it shows
relative location	the general position of a place in relation to other places or features
scale	the relationship between a distance on a map and the distance on the earth
time zones	divisions of the earth into time intervals with one hour's difference between each zone
Tropic of Cancer	imaginary line drawn at 23½° N; the most northern point where the sun's rays strike the earth directly on June 21
Tropic of Capricorn	imaginary line drawn at 23½° S; the most southern point where the sun's rays strike the earth directly on December 21
tropics	the region between 23½° N and 23½° S latitude; the tropics receive the most direct sunlight, keeping temperatures warm year-round

Read

Charting Earth

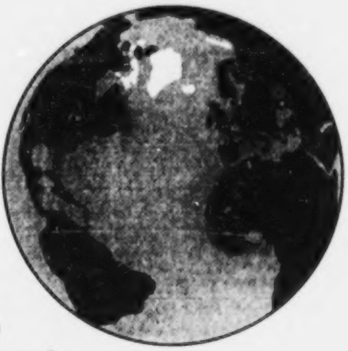
Once geographers have gathered and analyzed information, they need to make that information available to others—from other geographers to students like yourself. Sometimes geographers show the boundaries of countries and waterways. Sometimes geographers show the physical features of the earth, such as mountains, plains, and other landforms and water bodies. Sometimes geographers show the way people use the land—for example, what crops are grown in different areas of the world.

You were introduced to two tools geographers use to depict, or show, the earth in Unit 1: *globes* and *maps*. In this unit you will learn how to locate an unfamiliar place on a map or globe.

To help people find places on maps and globes, geographers use a **grid**, or system of lines. One set of lines runs from east to west. The other set of lines runs from north to south. By numbering or lettering these lines, geographers are able to guide users to particular locations on globes or maps. Without these lines, we'd be left to search globes and maps inch by inch until we discovered the city, state, country, river, lake, or ocean we wanted to locate.

To show the physical features of the earth and the way its land is used, geographers use symbols on maps. For example, colors or marks are used to represent the height of land or land that is used for farming. These colors or symbols are explained in the *legend*, or key, of the map.

Globes: Scale Models of Earth



Earth is shaped like a sphere, or a ball. The shape of Earth makes it difficult to draw accurate representations on flat sheets of paper. A more accurate tool is a globe. A globe is a **scale** model of Earth.

A *scale* model is a small representation of an object. All parts of the object are shrunk to the same degree. On a globe the sizes of countries and oceans have all been shrunk according to the same ratio. For example, if the United States is shown as a million times smaller on a globe than it actually is, then all other countries and water bodies will also be shown as a million times smaller than their actual size.

Because of the way globes are usually held in stands, we tend to think of the North Pole as the top of Earth and the South Pole as its bottom. However, there is no "top" or "bottom" on a globe.

Look at a globe in the classroom and imagine that it is spinning around in space. Then, pretend that a spaceship is about to land somewhere on the surface. Look carefully at the landing site. For the moment, that site appears to be the "top." The opposite side of the globe now becomes the "bottom." But, if the globe were turned upside down, the landing site would now appear to be on the bottom. Our image of Earth depends on our position when we view it.

Maps: Showing the Round Earth on Flat Paper

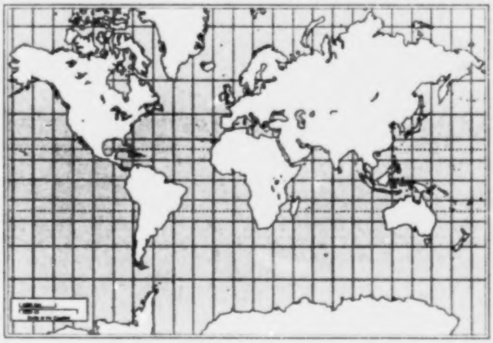
Remember that a globe is the most accurate representation of the earth. The shapes and sizes of land and water bodies are most accurate on a globe. But the globe also has drawbacks for the student. For example, it is difficult to carry a globe around in a book bag. Remember from Unit 1 that the earth's surface also can be shown on a flat piece of paper called a *map*. A book of maps is called an ***atlas***.

A map is a representation of Earth's curved surface on a flat piece of paper. A map is much easier to carry around and to use to study the earth. A map can usually be updated, or changed, more quickly than a globe.

There are disadvantages to using a map, however. A flat map *distorts*, or changes, the true shapes and sizes of some features on the earth. Some areas look larger or smaller than they really are. This is because it is difficult to show a round object such as Earth on a flat surface. Every **projection** of Earth distorts one or more features of Earth, including the sizes or shapes of continents, or the distances between continents.

Geographers try to solve this problem through the use of many kinds of maps. They make different projections, or views, of Earth's surface. Each type of projection has a particular use and name. On the following pages, some commonly used projections are discussed and illustrated. Study the projections to see how geographers attempt to use the best projection to represent different places on Earth. As you look at the maps, look for evidence of distortion.

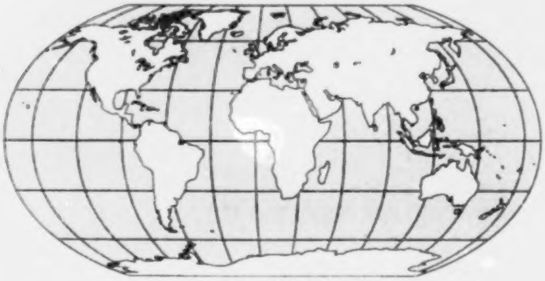
Mercator Projection: The Navigator's Map



The Mercator projection is one of the oldest and simplest map projections. In this projection, Earth's shapes and sizes have been changed in order to draw them on flat paper. The map contains a grid that once helped navigators find their way. Notice that all lines running east and west are parallel, as are all lines running north and south.

This map is ideal for sailors navigating the ocean. A sailor could draw a straight line on this map and follow it as a constant compass direction. This map, however, distorts (stretches) the sizes and shapes of the lands and water bodies near the poles.

Robinson Projection: Depicting the Correct Size and Shape of Continents

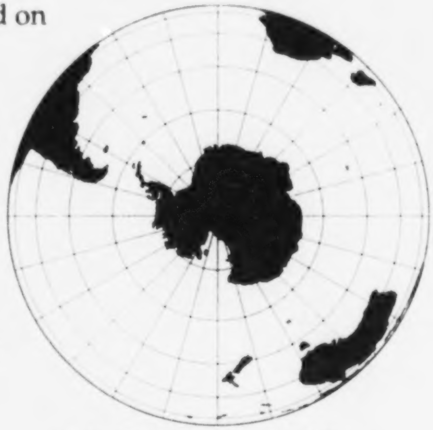


The Robinson projection is in the shape of an oval. It differs from the Mercator projection in two important ways. It is more accurate in showing the sizes and shapes of the continents. It also shows curved lines of **longitude** similar to those appearing on a globe.

Compare the shapes and sizes of the lands on the Robinson projection with those of the Mercator. What happens to Greenland and Antarctica? Find other examples of differences between the two maps.

Azimuthal Projection: Reaching Destinations Quickly

Azimuthal projections are often centered on one of the poles. Sometimes they are referred to as *polar projections*. At the center of polar projections is either the North Pole or the South Pole. These maps are used by planes and ships to chart a route from one location to another. By drawing a straight line from one point to another on this map, the quickest route can be charted. The routes are called *great circle routes*—they actually follow the curve of the earth.



Azimuthal Projection—South Pole

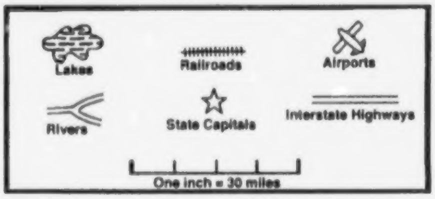
The grid on the polar maps consists of circles that are equal distances apart. The circles are crossed by straight lines that are drawn from the poles. Also notice that the lines are greater distances apart at the edge than at the center of the maps. This causes lands and water bodies far from the center of the map to appear larger than they actually are.

The Language of Maps: Reading a Legend and Scale

To unlock the mysteries of maps and globes, students must learn a new language or code. Without learning some new concepts and terms, looking at globes, maps, and other tools of geography would be like looking at comic strips without being able to read the bubbles. You would get only half the story.

Geographers use maps to show much more than areas of land and water. Through the use of *symbols*, maps can show practically anything on the surface of Earth. Symbols represent real things on the earth. Symbols can consist of colors, lines, dots, or pictures. A **physical map** can show **land elevations** using different colors. For example, different colors can be used to represent ranges of elevation. Land above 5,000 feet could be one color, land between 2,000 and 5,000 feet another, and so on.

A **political map** can be created by using lines to indicate boundaries such as between nations and states. Dots can be used to indicate population (for example, one dot per 1,000 persons) or to show where specific health problems occur. The kinds of goods people produce can also be shown through symbols. Almost any geographical subject can be depicted through the use of symbols on maps.



Map Legend and Scale

Maps contain a legend, or key, to tell the reader what each symbol stands for. Legends are usually located in a box in one of the four corners on the map. Alongside each symbol is an explanation of what it represents. Maps also usually have a scale bar. The scale bar tells you the relationship of the distance on a map to the actual distance on the earth. In the example above, one inch on the map would equal 30 miles on the earth.

Locating Places on Earth's Surface: The Use of Maps

Travelers commonly use maps to plan the routes of their trips. Maps also help people find their way around in cities. Information about places can be learned quickly from reading a map. Maps tell us about (1) location, (2) direction, and (3) distance.

Location: Relative Location and Absolute Location

The location of a place can be given as **relative location** or **absolute location**. *Relative location* refers to a place's general position in relation to other places. For example, the relative location of Florida is approximately 90 miles north of Cuba. The relative location of Florida is also just south of Georgia. The relative location of a person's home might be two blocks west of the high school.

Absolute location refers to the precise spot of a place on the earth. An absolute location does not use a landmark such as the high school or another state. Consequently, more "tools" are needed in order to be able to give an absolute location. Using a "street" map is one way to show absolute location. A street map shows the names and numbers of city streets. Given the address of a store, you would be able to use a street map to find its absolute location.

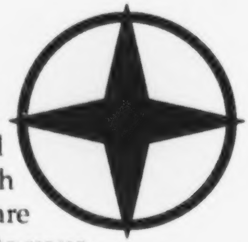
A street map of the world would be too large to be useful. In addition, many places we want to locate are not on streets and do not have addresses. If we need to find the absolute location of one of these places we can use a grid system.

Grid System: Lines Used to Locate Places on Maps and Globes

Mapmakers, also called *cartographers*, use a grid system that helps in locating places on the earth. A grid system is created by using imaginary lines on a globe or map. One set of lines extends north to south, forming columns on the map. These columns are often identified by letters. The second set of lines runs east to west, forming rows. The rows are often identified by numbers. These letters and numbers are called ***coordinates***.

A grid organizes the map into many "boxes." The coordinates tell you in which box to look to find a specific place.

Directions: Cardinal and Intermediate



Most maps have a special symbol that shows direction. The symbol is called a *compass rose*. The compass rose has four arrows, each pointing in a different direction: north, south, east, and west. All directions leading towards the North Pole are north (N); all directions leading towards the South Pole are south (S). If you face the North Pole, the direction to your left is west (W), and the one to your right is east (E). The directions N, S, W, and E are *cardinal*, or primary, directions.

People do not always move just N, S, E, or W. They travel in many directions. Therefore, intermediate, or middle, directions are necessary. For example, the direction between north and west is called *northwest* (NW); between north and east is *northeast* (NE), and so on. NW, NE, SE, and SW are *intermediate directions*. Taken a step further, more precise directions might be NNW or SSE, and so on.

Remember up and down are *not* the same as north and south. If you fly away from Earth (as in a spaceship), the direction is *up*. If you go towards Earth, the direction is *down*. This helps to explain why there is no top or bottom to Earth.

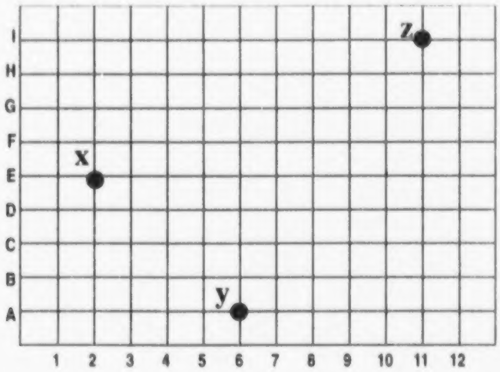
Record

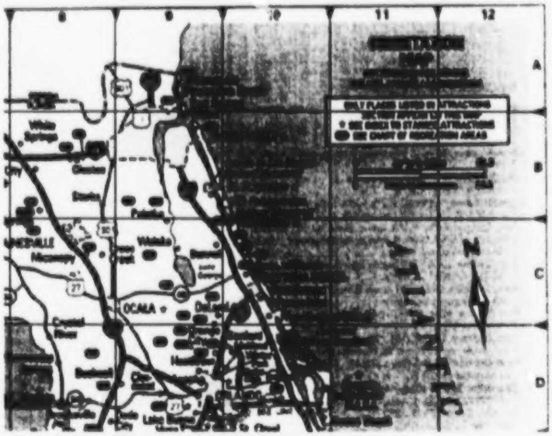
Mapping

Practice using a **grid system** *by answering the questions below.*

1. Look at the grid system below. What are the coordinates for each of the letters?

   X— ________ Y— ________ Z— ________





2. Make a point at coordinates H–8 in the grid above.

3. Look at the drawing of a small area of a map to the right. The map is flat and all of the lines are equal distances apart. At the top and bottom of each column is a number. On both sides of each row is a letter. Every city on the map is located in a square formed by the crossing lines.

   In which square is Jacksonville located? ________________

   In which square is the city of Crystal River located? ____________

Record

Fill in the Blanks

Use a world map to find the **cardinal directions** *and complete the statements below. Write the correct answer on each line.*

1. The United States is ________________ of Mexico.

2. If you travel to Europe from New York City, you are traveling ________________ .

3. You would travel ________________ from Africa to reach South America.

4. You would travel ________________ from South America to reach the South Pole.

5. If all directions are north you are standing on the ________________ .

Write the **intermediate directions** *to complete each statement below.*

6. North America lies ________________ from South America.

7. Asia is ________________ of Africa.

8. South America is located ________________ of Europe.

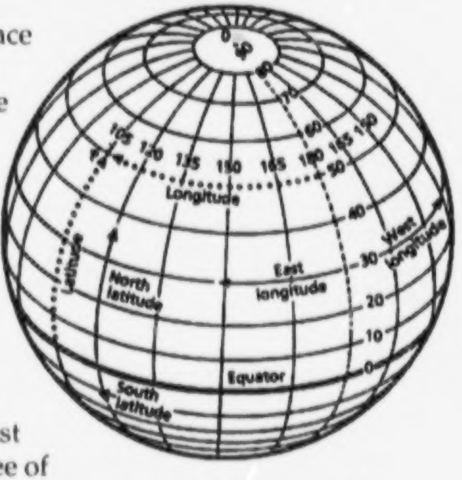
9. Australia is far to the ________________ of Europe.

Read

Longitude and Latitude: Measuring Distance on Earth

You have seen how a grid of numbers and letters can be used to help you locate a particular place on a map. Geographers use another network of horizontal and vertical lines to help us locate places. These lines are called ***meridians*** (lines of longitude) and ***parallels*** (lines of **latitude**). Meridians and parallels are based on the mathematical division of a circle into 360 equal parts called *degrees*.

Meridians are lines that run from the North Pole to the South Pole. In 1884 the meridian that passes through the Royal Observatory at Greenwich in London was established as the **prime meridian**. The prime meridian itself is 0° longitude. The meridian halfway around the earth is 180°. The 180° meridian is called the ***International Date Line*** and is the place on the earth's surface where the date changes. We will learn more about the International Date Line later in the unit. Lines of longitude west of Greenwich are called *west longitude*, and those east of Greenwich are called *east longitude*.



Lines of longitude meet at the two poles. Because they bend with the shape of the earth, these lines are not equal distances apart. They are farthest apart at the **Equator**, where one degree of longitude is about 70 miles from a degree of latitude east or west of it. Near the poles, one degree of longitude equals only a few miles.

Lines that circle the globe in an east-west direction are called *parallels* because they never intersect. The longest of these is the Equator, which is located halfway between the poles. The Equator separates the earth into two equal parts called ***hemispheres*** and is defined as 0° latitude. On both sides of the Equator, parallel circles are drawn. These parallels, or circles, get shorter as they near the poles. The measure of the distance in degrees north and south of the Equator is called *latitude*. One degree of latitude is about 70 miles from a degree of latitude north or south of it.

Latitude and longitude are used to locate places on a map. The parallels and meridians intersect each other to form a grid or network of lines on a globe or a map. Any place on the surface of the earth can be located by giving the coordinates of the lines of latitude and longitude that cross at that point. Remember that since distances in a circle are measured in degrees, longitude and latitude are also measured in degrees.

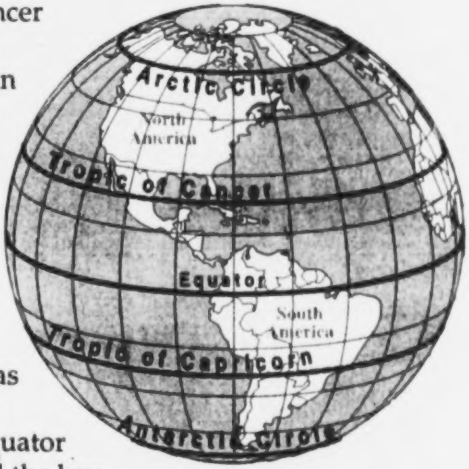
Special Lines of Latitude: Tracking the Amount of Sunlight

You have learned that the Equator is a special line of latitude dividing the earth into two equal halves. All distances north and south are measured starting at the Equator. Globes and maps contain four other special lines of latitude. These lines enclose areas where the amount of sunlight received greatly affects the lands and people.

The Low Latitudes: The Tropics

Two of these special lines are the **Tropic of Cancer**, located at 23½° N, and the **Tropic of Capricorn,** located at 23½° S. The region between these two lines (23½° N to 23½° S) is called the ***tropics***, or the *tropical zone*.

The region between the Tropic of Cancer and the Tropic of Capricorn receives more direct sunlight all year long than any other region on Earth. All places within the tropics have the noonday sun directly overhead twice a year (June 21 and December 21). Places farther north or south of the tropics never receive the direct rays of the sun.



This region is sometimes referred to as the *low iatitudes*. Later, you will learn how the location in relation to the Equator affects the lands and the people. Find the low latitudes, or tropics, on the map to the right.

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The Circles or High Latitudes: The Cold Zones

Two other special lines lie far north and far south of the Equator. The northern line, located at 66½° N, is called the ***Arctic Circle***. The southern line, located at 66½° S, is called the ***Antarctic Circle***. Find these two lines on the map on the previous page.

The Arctic Circle and Antarctic Circle are in the high latitudes near the North Pole and South Pole, respectively. These **polar regions**, or polar zones, receive the least intense sunlight and are cold year-round. They also experience the longest days and nights of any region on Earth. On June 21 when the sun's vertical rays are at the Tropic of Cancer, light illuminates the entire area within the Arctic Circle 24 hours a day. At the same time the land within the Antarctic Circle is in continuous darkness. In winter in the northern hemisphere the Arctic Circle is dark and the Antarctic Circle is in continuous light. Find the high latitudes, or cold zones, on the map on the previous page.

The Middle Latitudes: The Moderate Zones

The middle latitudes lie between 23½° and 66½° N and S. These regions, between the Tropic of Capricorn and the Antarctic Circle, and the Tropic of Cancer and the Arctic Circle, receive a moderate amount of direct sunlight year-round. As a result, the middle latitudes enjoy more equal periods of day and night and more moderate temperatures year-round than other regions. Find the middle latitudes, or temperate zones, on the map on the previous page.

Record

Mapping

A small index of cities from a map of Australia is given below. Use an atlas to complete the map index by writing coordinates for each city.

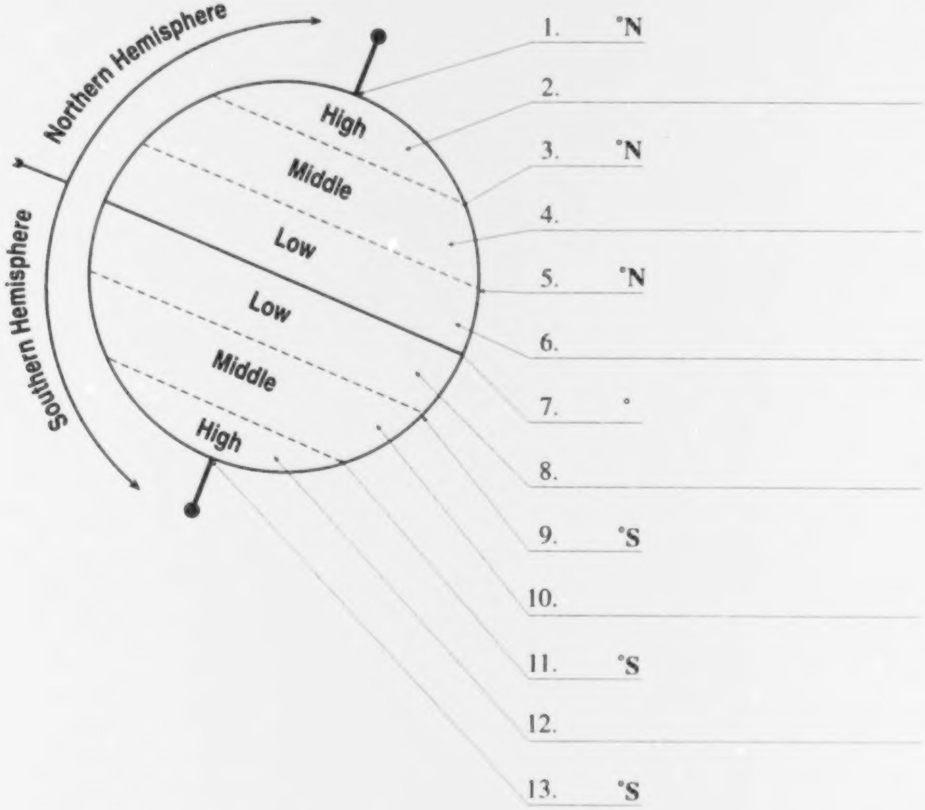
Atlases and maps contain a *map index*. A map index is an alphabetical list of places followed by a set of coordinates. A map index provides a quick method for locating places.

Adelaide............	35° S,	139° E
Albany...............	35° S,	118° E
Brisbane	______,	______
Canberra...........	______,	______
Darwin	______,	______
Kalgoorlie..........	______,	______
Melbourne.........	______,	______
Perth	______,	______
Rockhampton ...	______,	______
Sydney..............	______,	______
Toowoomba	______,	______

Record

Mapping

Fill in the information on the drawing below. Label the **zones** *and write the* **degrees** *on the lines provided.*


Northern Hemisphere
Southern Hemisphere
High
Middle
Low
Low
Middle
High

1. °N
2.
3. °N
4.
5. °N
6.
7. °
8.
9. °S
10.
11. °S
12.
13. °S

Record

Fill in the Blanks

Refer to **Read** *to complete each statement below. Write the correct answer on each line.*

1. The Tropic of Cancer is located in the ____________________ hemisphere.
2. The Tropic of Capricorn is located in the ____________________ hemisphere.
3. The ____________________ Circle is near the North Pole.
4. The ____________________ Circle is near the South Pole.
5. The Equator is a special line of ____________________ .
6. The prime meridian is a special line of ____________________ .
7. The Tropic of Cancer and the Tropic of ____________________ are the boundaries of the ____________________ .
8. The tropics are found in the ____________________ latitudes.
9. The ____________________ zones are found in the middle latitudes.
10. The cold zones are found in the ____________________ .

11. Lines of latitude measure distances ____________________ and ____________________ of the Equator.

12. Lines of longitude measure distances ____________________ and ____________________ of the prime meridian.

Record

Short Answer

Use a globe or world map to answer each question below.

1. Find the prime meridian at 0° longitude. Where does this line begin and end?

   ____

2. What happens to the degrees of longitude as you move east of the prime meridian?

   ____

3. What happens to the degrees of longitude as you move west?

   ____

4. How many degrees are there between each line of longitude (*E* or *W*) on the map?

   ____

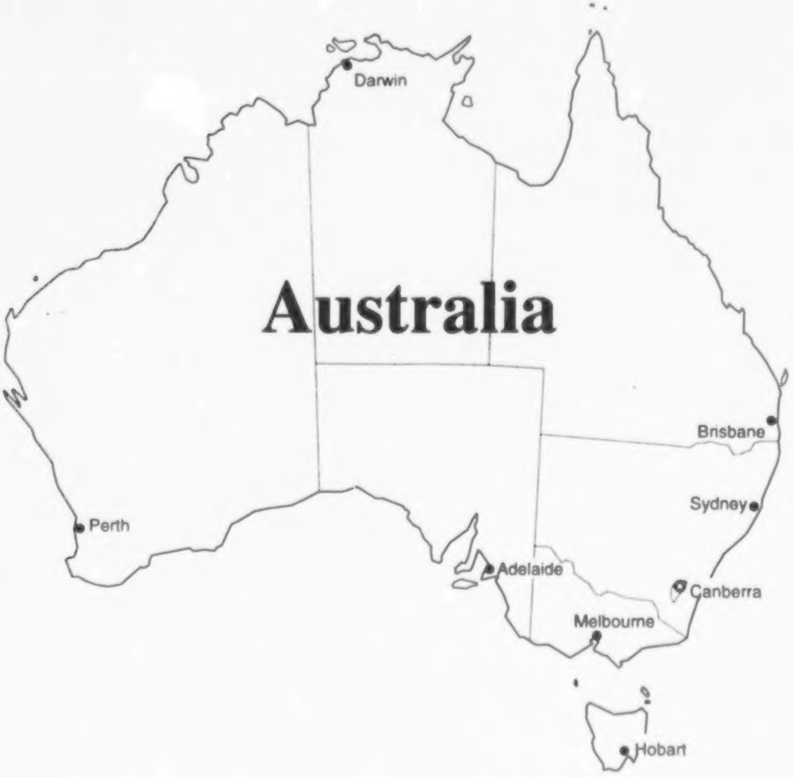
5. Name two continents crossed by the prime meridian (0° longitude).

   ____

Record

Mapping

Use an atlas to locate the latitude and longitude of the cities shown on the map of Australia below. Write the coordinates on the lines below.


Australia
Darwin
Brisbane
Sydney
Perth
Adelaide
Canberra
Melbourne
Hobart

1. Darwin— ______________________________

2. Brisbane— ______________________________

3. Sydney— ______________________________

4. Canberra— ______________________________

5. Melbourne— ______________________________

6. Hobart— ______________________________

7. Adelaide— ______________________________

8. Perth— ______________________________

9. Which of these eight cities is located closest to the Equator?

____

10. Which city is farthest from the Equator?

____

Record

Mapping

Use an atlas to label the world map on the next page with the following terms. Then answer the questions below.

prime meridian
North America
Africa
Eurasia
International Date Line
South America
Australia
Tropic of Cancer
Tropic of Capricorn
Equator
Pacific Ocean
Greenland
Atlantic Ocean

1. What continent lies between 20° and 60° north latitude and between 160° and 50° west longitude?

   ____

2. What continent lies between the Equator and 40° south latitude and between 110° and 160° east longitude?

   ____

3. What continent lies between 20° north latitude and 60° south latitude and between 90° and 30° west longitude?

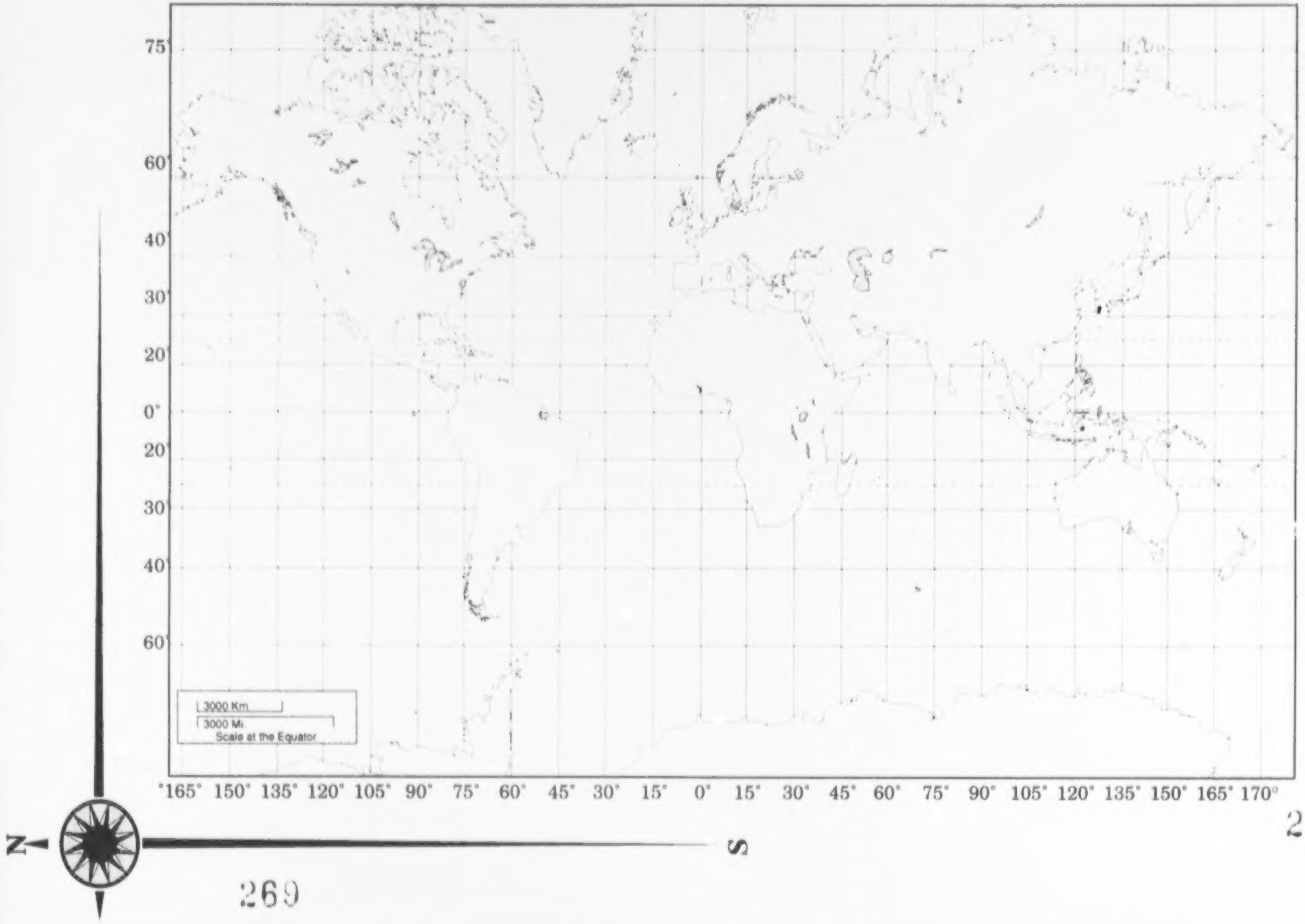
   ____

4. What continent lies between 40° south latitude and 40° north latitude and between 20° west longitude and 50° east longitude?

   ____

5. What continent lies between 0° and 80° north latitude and between 15° west longitude and 175° east longitude?

   ____


75
60
40
30
20
0°
20
30
40
60
3000 Km
3000 Mi
Scale at the Equator
165° 150° 135° 120° 105° 90° 75° 60° 45° 30° 15° 0° 15° 30° 45° 60° 75° 90° 105° 120° 135° 150° 165° 170°
N
S

Record

Short Answer

Use an atlas or map to answer the questions below about the city where you live.

1. Near what line of latitude is the city in which you live located?

   ____

2. About how far north of the Equator is your home?

   ____

3. Is your city in the northern or southern hemisphere?

   ____

4. Are you located in the tropics or in the middle latitudes?

   ____

5. In what direction from your city would you travel to reach Africa?

   ____

   the Atlantic Ocean? ______________________________

   South America? ______________________________

   the Pacific Ocean? ______________________________

6. What are two of the landforms in your city?

   ____

   ____

S

7. Is your city near a river delta, an ocean, or a mountain? If yes, name them below.

____

8. What is the approximate land elevation of your city?

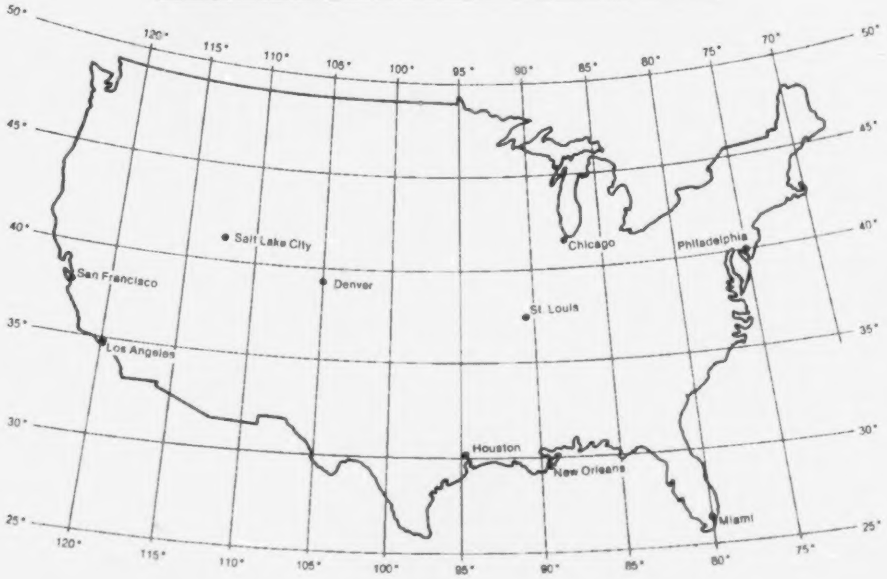
____

Record

Mapping

Use the United States map below to complete the chart. Give the latitude or longitude lines of each city. If the city falls between latitude or longitude lines, estimate the position. There are 5° between the lines. For example, San Francisco is about halfway between 35° and 40° N. latitude; its latitude would be 38° N and its longitude 122° W.

City	Latitude	Longitude
1. San Francisco	38° N	122° W
2. Los Angeles	N	W
3. Salt Lake City	N	W
4. Denver	N	W
5. Chicago	N	W
6. St. Louis	N	W
7. Houston	N	W
8. New Orleans	N	W
9. Philadelphia	N	W
10. Miami	N	W


50°
45°
40°
35°
30°
25°
120°
115°
110°
105°
100°
95°
90°
85°
80°
75°
70°
Salt Lake City
Denver
San Francisco
Los Angeles
St. Louis
Chicago
Philadelphia
Houston
New Orleans
Miami

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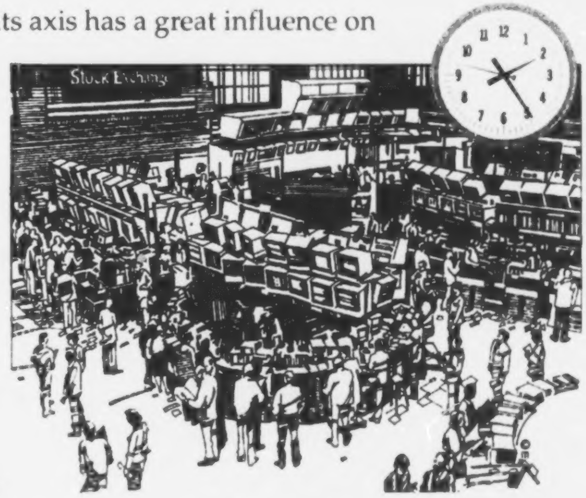
Read

Time Zones on Earth: Marking Hours and Dates According to Lines of Longitude



The rotation of the earth on its axis has a great influence on our lives. Day and night occur on different parts of the earth at different times. At any hour, about half of the people are asleep while the other half are awake. As people from distant regions have begun to do daily and hourly business with one another, this difference in time has created problems. When should a person in the United States call a person in China? How can I tell you the local time and day my plane will be landing in Korea? We needed a way to know the date and the time of day at any place on Earth. This problem was solved by the development of **time zones**.

The time zones on Earth are determined by using lines of longitude. The earth makes one rotation every 24 hours. That means it rotates 360 degrees of longitude in 24 hours. Therefore, the earth turns 15 degrees of longitude in one hour (360 degrees divided by 24 hours = 15 degrees per hour).

The earth is divided into 24 different time zones, each zone being about 15 degrees of longitude apart. As a result, there is one hour's difference in time between places on Earth for each 15 degrees of longitude. Time zones begin at the prime meridian (0° longitude). As one travels west, the hour is earlier; as one travels east, the hour is later.

Although they tend to follow longitude lines, many time zones have an irregular shape. The time zone may be drawn to avoid dividing areas with large populations. Time is important in the day-to-day life of people. It would not be practical to separate one large city into two different time zones. It would cause unnecessary problems for the people.

The earth rotates from west to east. As a result, the sun appears to "rise" earlier at places farther east. For example, the sun may rise at 6 a.m. in cities along the eastern coast of the United States. However, in cities such as Chicago or New Orleans that are 15 degrees of longitude to the west, it is only 5 a.m. Meanwhile, it is only 4 a.m. in Denver, Colorado, and just 3 a.m. in Los Angeles, California. With the exception of Alaska and Hawaii, the United States crosses four time zones.

The International Date Line: Where One Date Changes to Another

If you were to circumnavigate, or travel around, the earth the date would change. The day may be Monday in Florida, but it is already Tuesday on the other side of the globe. The day changes at 180° (*E* or *W*) longitude, half-way around the world from the prime meridian. This line, known as the *International Date Line*, was established by agreement among the world's governments.

Tuesday
28
December

As you cross the International Date Line going west, you would set the calendar forward one day. If you traveled eastward across the International Date Line, the calendar is set back one day. For example, at 179° W, the day is Sunday. When you cross 180° longitude, the day becomes Monday. In the same way, at 179° E, the day is Monday, but at 180°, the day returns to Sunday. Of course as the hour reaches midnight anywhere in the world, the day in that particular place will change.

Dividing the time and date according to the lines of longitude makes it possible for anyone to know the date and time anywhere on Earth.

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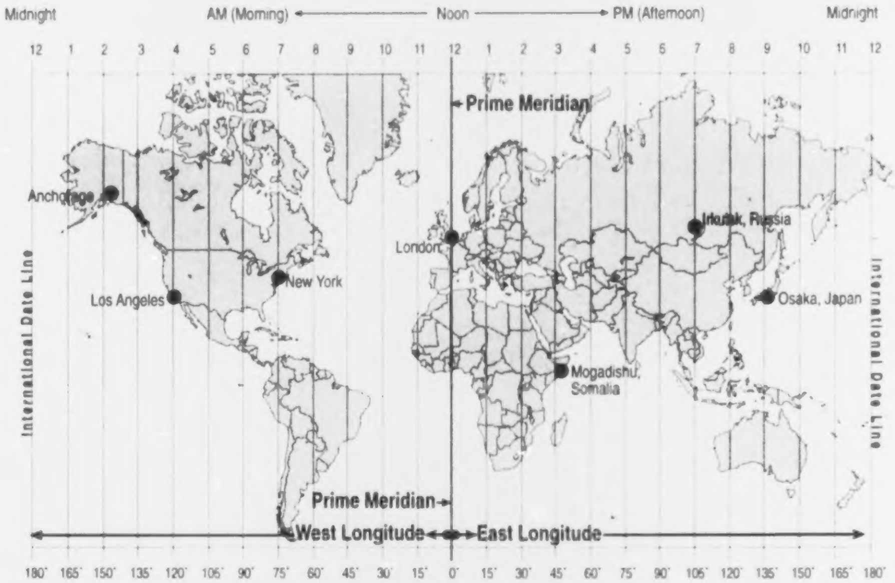
Record

Short Answer

Refer to the World Time Zone map below to answer the questions that follow.


Midnight
AM (Morning)
Noon
PM (Afternoon)
Midnight
12 1 2 3 4 5 6 7 8 9 10 11 12 1 2 3 4 5 6 7 8 9 10 11 12
Prime Meridian
Anchorage
London
Irkutsk, Russia
New York
Los Angeles
Osaka, Japan
Mogadishu, Somalia
International Date Line
International Date Line
Prime Meridian
West Longitude
East Longitude
180° 165° 150° 135° 120° 105° 90° 75° 60° 45° 30° 15° 0° 15° 30° 45° 60° 75° 90° 105° 120° 135° 150° 165° 180°

1. Study the map and find the lines of longitude. Notice that there are numbers at the top and bottom of the longitude lines. The numbers at the top represent hours of the day. The numbers at the bottom are given in degrees of longitude. The longitude lines are exactly 15 degrees apart.

2. Find the prime meridian (0° long.) The prime meridian and the International Date Line (180° *E* or *W*) divide the earth into the East and the West. Find the words *East Longitude* and *West Longitude* on the map.

3. Now, look at the terms at the very top of the map. Reading from left to right they say: "Midnight…AM (Morning)…Noon…PM (Afternoon)…Midnight."

Follow the prime meridian to the top of the map and find the number "12." Twelve is directly beneath the word "Noon." This means that when it is 12:00 noon in Greenwich, England, it is 12:00 noon at all places on the earth through which the prime meridian passes.

4. Which two continents on the map are crossed by the prime meridian?

____

5. Which country is crossed by the International Date Line?

____

6. Why was the International Date Line drawn through the Pacific Ocean?

____

7. How many degrees are there between longitude lines on this map?

____

8. Give the hour of the day shown on the map at the lines of longitude listed below. Then write whether the hour is earlier or later than at the prime meridian (0° long.)

	Hour	**Difference**
15° W	________	____________
165° W	________	____________
15° E	________	____________
150° E	________	____________

9. Use the map to complete the table below.

Longitude	Time	Longitude	Time
0°	12:00 noon	120° W	______
30° W	10:00 a.m.	150° W	______
60° W	8:00 a.m.	180° W	______

10. What happens to the hour of day as you travel west from the prime meridian? ______________________________

As you travel east from the prime meridian? ________________

11. Find these cities on the map. Give the time at each city.

City	Time
Anchorage	______________
Los Angeles	______________
New York	______________
London	______________
Mogadishu, Somalia	______________
Irkutsk, Russia	______________
Osaka, Japan	______________

12. How many hours earlier than London is it in New York?

____

Los Angeles? ______________________________

13. How many hours difference is there in time between London and Irkutsk?

____

Is the hour in Irkutsk earlier or later than the hour in London?

____

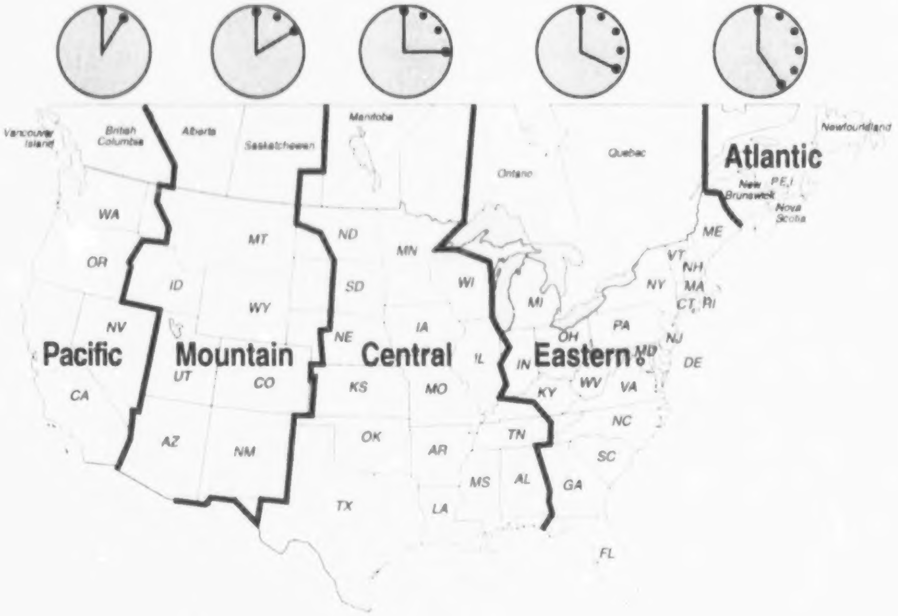
14. It is Monday in Osaka, Japan. What is the day in Anchorage?

____

Record

Mapping

Study the map and answer the questions that follow. Write the correct answer on each line.


Vancouver Island
British Columbia
Alberta
Saskatchewan
Manitoba
Ontario
Quebec
Newfoundland
Atlantic
New Brunswick
P.E.I.
Nova Scotia
WA
OR
ID
MT
WY
NV
Pacific
Mountain
UT
CO
CA
AZ
NM
ND
SD
MN
NE
IA
Central
KS
MO
OK
AR
TX
LA
MS
AL
TN
WI
MI
IL
IN
OH
KY
Eastern
MD
WV
VA
NC
SC
GA
FL
PA
NY
NJ
DE
VT
NH
ME
MA
CT
RI

1. What are the four time zones from east to west in the continental United States?

____

2. What is the hour shown in the Eastern Standard time zone?

____

3. When it is 6 a.m. in the Pacific zone, what time is it in the Mountain time zone?

____

Central time zone? ______________________________

Eastern time zone? ______________________________

4. Pretend you live in New York and want to watch a baseball game in San Francisco. The game starts in San Francisco at 8 p.m. What time would you begin to watch the game in New York?

____

5. You are visiting in Wyoming. You plan to place a call to your parents in Texas at 9 a.m., Mountain Standard time. If the call goes through, what time would your parents receive the call in Texas (Central Standard time)?

____

6. Notice that several states, including Florida, are divided into two time zones. What are the two zones in Florida?

____

7. Imagine you live just east of the Eastern zone line in Florida, but work exactly one hour's drive west of it. Your job begins at 9 a.m. About what time must you leave your home in order to be on the job on time?

____

8. You plan to fly from south Florida to California. You leave south Florida at 12 noon. The flight takes six hours. What time would it be in California when you arrived?

____

Recap

Once geographers have gathered information about the earth's surface, they need to make their results available to others. They use globes and maps to show the location of any place on the earth.

Globes are *scale* models of Earth. They shrink the earth into a small sphere that can be used in a classroom. Maps are representations, or drawings, of the earth on a flat piece of paper. However, because a map is an attempt to show the spherical world on a flat surface, it always distorts some feature of the earth.

To locate a place, we can use two different kinds of directions. *Relative location* describes a place by using a landmark. *Absolute location* describes a place by using a *grid* system. One very useful grid system uses lines of *longitude* and *latitude*. Lines of longitude run north and south on a globe or map and measure distances east and west of the *prime meridian*. Lines of latitude run east and west and measure distances north and south of the *Equator*.

Through the agreement of all countries on the earth, we have developed *time zones*. Beginning at the prime meridian, the earth was divided into 24 time zones. Each time zone is one hour ahead of the time zone to its west, and one hour behind the time zone to its east. The continental United States has four time zones. Florida, east of the Apalachicola River, is in the Eastern time zone, and the area west of the river is in the Central time zone.

Review

Identification

Write the correct vocabulary term on each line below.

______________________ 1. imaginary line drawn at 66½° S

______________________ 2. a map that shows manmade boundaries between countries, states, cities, and other political units, or political data such as voting patterns

______________________ 3. a map that shows natural features on the earth's surface

______________________ 4. imaginary line drawn at 23½° S; the most southern point where the sun's rays strike the earth directly on December 21

______________________ 5. divisions of the earth into time intervals with one hour's difference between each zone

______________________ 6. imaginary line at 180° E or W; determines the point on the earth's surface where the day changes

______________________ 7. imaginary line drawn at 23½° N; the most northern point where the sun's rays strike the earth directly on June 21

______________________ 8. regions north and south that receive the least amount of sunlight year-round; generally north of 66½° N and south of 66½° S

N

S

______________________ 9. the altitude, or height, of land above sea level

______________________ 10. the general position of a place in relation to other places or features

______________________ 11. the precise location of a place on the earth

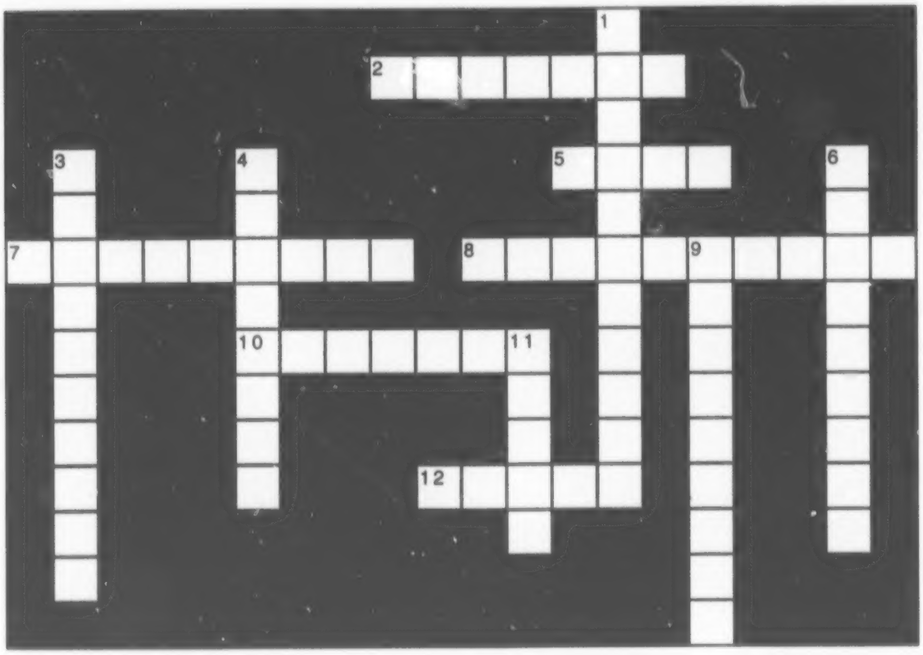
______________________ 12. imaginary line drawn at 66½° N

______________________ 13. an imaginary line that extends from the North Pole to the South Pole at 0° longitude; it is associated with measuring time

Record

Solve

Use the clues on the next page to solve the crossword puzzle below.


1
2
3
4
5
6
7
8
9
10
11
12

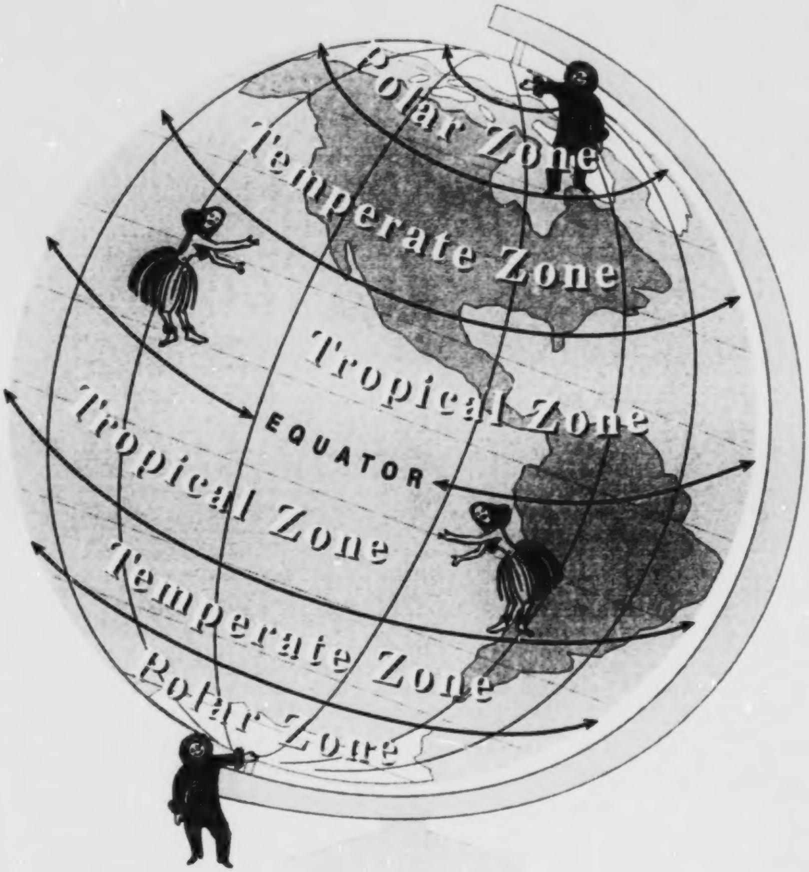
Across

2. an imaginary line that encircles the earth halfway between the poles
5. a system of lines on a map or globe indicating distances or directions
7. the measure, in degrees, east or west of the prime meridian
8. half of a sphere
10. the region between 23½° N and 23½° S latitude
12. a collection or book of maps

Down

1. numbers and/or letters corresponding to a grid on a map or globe
3. drawing or representation of the spherical earth on a flat surface, or map
4. the measure, in degrees, north or south of the Equator
6. imaginary lines on the earth running north to south and meeting at the poles
9. imaginary lines that circle the earth from east to west
11. the relationship between a distance on a map and the distance on the earth

3


Polar Zone
Temperate Zone
Tropical Zone
EQUATOR
Tropical Zone
Temperate Zone
Polar Zone

Living on Earth

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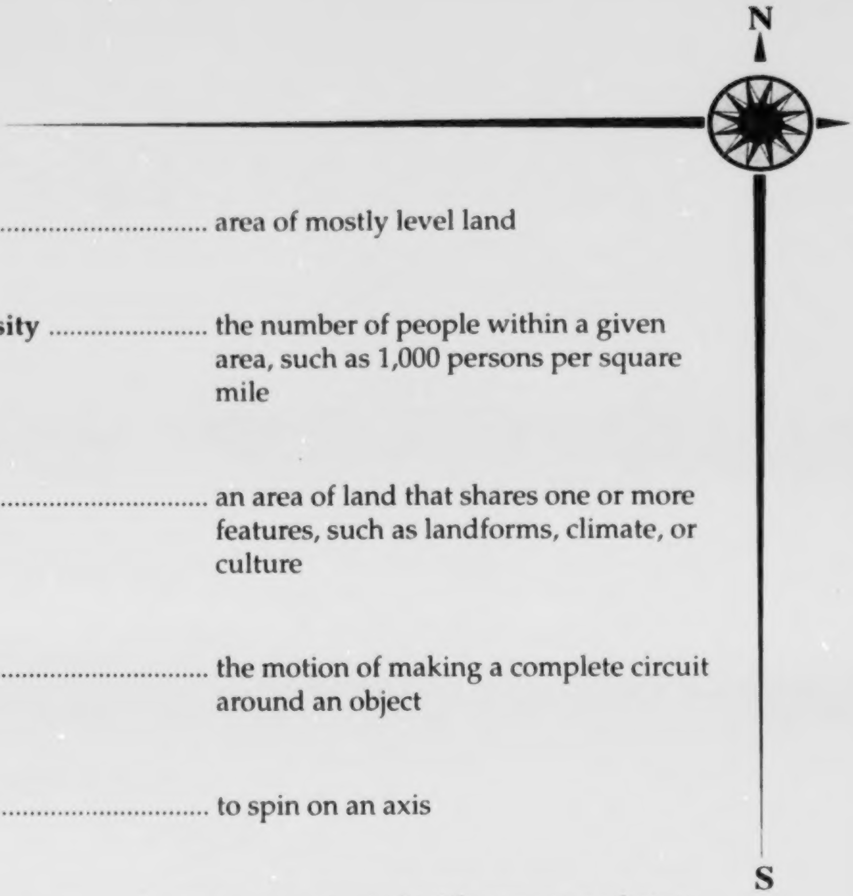
Remember

Vocabulary

Study the vocabulary terms below.

agricultural	refers to farming, growing of crops, or ranching
axis	the imaginary line through the earth from one pole to the other
capital resource	a manmade good that is used to produce other goods; examples include tools, machines, money, factories
climate region	an area of land that has the same pattern of weather over a long period of time
continental	climate with wide range of rainfall and temperatures; summers range from warm to very hot and winters range from cold to very cold
desert	a very dry area with very low rainfall (less than 10 inches per year) and little vegetation
developing nation	country where most people are poor and make a living by farming; also called *disadvantaged nation*

economic system	the way a society uses resources to provide for people's needs and wants
equinox	either of the two times a year (March 21 or September 21) when days and nights are of equal length all over the earth; the sun is directly overhead at the Equator
human resources	the people—their efforts, both in mental work and physical work
humid	damp or wet
humid subtropical	climate with very hot summers and mild winters; rainy year-round with no snow
industrial countries	countries where most goods are produced by machines
marine	refers to the sea
Mediterranean climate	climate with hot, dry summers and cool, rainy winters
natural resource	a good that comes from nature and is used by people; examples include water, soil, minerals, forests
orbit	the path followed by planets or other bodies as they revolve around the sun



plains	area of mostly level land
population density	the number of people within a given area, such as 1,000 persons per square mile
region	an area of land that shares one or more features, such as landforms, climate, or culture
revolve	the motion of making a complete circuit around an object
rotate	to spin on an axis
savanna	an area covered with expanses of grass and widely spaced clumps of trees, with a climate of wet summers and dry winters
solstice	either of the two times in the year (December 21 or June 21) when the sun's most direct rays are as far north or south of the Equator as they will ever be
standard of living	how well-off a person or group of people is economically; measured by their ability to satisfy their needs and wants
taiga	subarctic forest made up of thinly scattered coniferous trees

tropical rainforest	evergreen forest found in areas of the world where the temperature remains high all year and rainfall is abundant
tundra	area where temperatures are cold year-round, the ground is usually frozen, and there is little vegetation
vertical climate	the weather pattern in areas of high and rising elevation; the higher up one goes, the colder and drier the climate becomes

Read

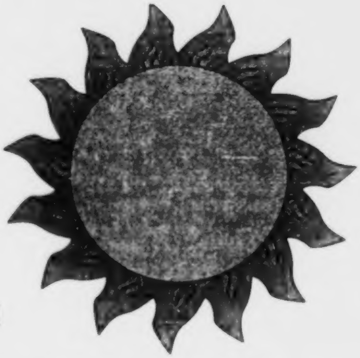
How Geography Shapes Our Lives

The sun is the center of our solar system. It provides us with heat and light as we circle around it. Our distance and position in relation to the sun influences whether we are experiencing day or night, whether we are basking in sunshine or shivering in cold. Any understanding of ourselves and other people must include an understanding of how the sun affects the land on which we live.

The sun, however, is not the only factor that determines our year-round weather and the fertility, or health, of our soil and plant life. Whether our land is mountainous, hilly, or flat, close to or far from water, and even which side of a mountain we live on all come together to determine much of the way we work, play, and experience life.

The Spinning Earth

What Causes Day and Night?



> Good morning, merry sunshine.
> How did you wake so soon?
> You scared the little stars away, and
> shined away the moon.
> I saw you go to sleep last night before I
> finished playing.
> How did you get way over there, and where have you been
> staying?

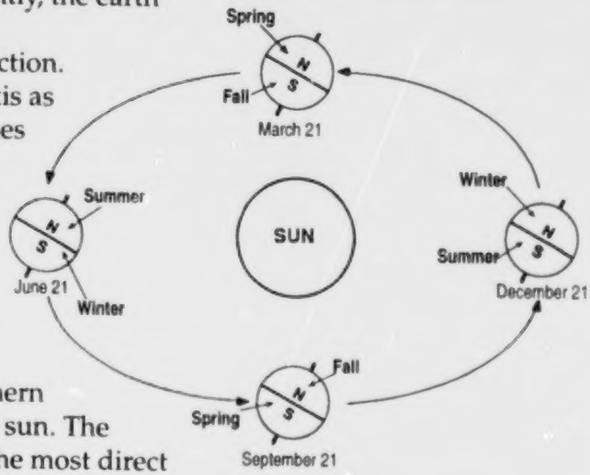
Have you ever heard this little poem? It reminds us how children wonder what causes day and night. Later, they learn that the earth spins, or **rotates**, and that the earth is tilted. Only one side of the earth faces the sun at a time. The side that faces the sun receives light and heat. It is day in that part of the world. The side facing away from the sun is experiencing night.

The earth is always spinning, or rotating, in the same direction: from west to east. It rotates on an **axis**. The axis is an imaginary line through the every 24 hours. If the earth were not tilted, we would experience about 12 hours of sunlight and about 12 hours of darkness each day throughout the entire year. What would happen if the earth did *not* rotate? Half of the earth always would be light and extremely hot; the other half would be dark and frozen.

What Causes Seasons?

At the same time Earth rotates on its axis, it also **revolves** around the sun. It is moving in a path, or **orbit**, around the sun. Earth travels at about 18½ miles per second. Once every year—about 365¼ days—Earth makes a complete trip around the sun. That is, it completes one full *revolution*. Every four years we have a "leap year" or 366 days to adjust for the ¼ of a day.

Earth's axis does not stand straight up and down in relation to the sun. The earth's axis is tilted. Consequently, the earth leans, or tilts, at an angle of 23½°—always in the same direction. The tilting of the earth on its axis as it revolves around the sun causes our four seasons: spring, summer, fall, and winter.



Because the earth is tilted, the sun's most direct rays strike different parts of the planet at different times of the year. For part of the revolution, the northern hemisphere is tilted toward the sun. The northern hemisphere receives the most direct sunlight at this time. This is the time of summer in the northern hemisphere. During this period, the southern hemisphere receives less direct rays from the sun.

This process changes as Earth continues on its path around the sun. The southern hemisphere becomes tilted toward the sun. It then receives the most direct rays. It will now become summer in the southern hemisphere.

Each hemisphere enters a different season every three months. This is the result of the direct rays of the sun striking different parts of the earth. There are special names given to those seasonal changes.

On December 21 of each year, the direct rays of the sun reach the Tropic of Capricorn (23½° S). That is the lowest point south of the Equator where direct rays will strike the earth. The North Pole is tilted away from the sun and the northern hemisphere enters the *winter* **solstice**. This day is the shortest day of the year in the northern hemisphere, and the Arctic Circle will not receive any sunlight. On this day summer begins in the southern hemisphere.

As the earth continues to revolve and spin, the rays seem to travel northward. On March 21 of each year, the rays strike the Equator (0° latitude). The northern hemisphere enters the *spring* **equinox**. *Equinox* means "equal." On that day, the hours of day and night are equal in both hemispheres. Both poles are at a 90° angle from the sun.

Three months later, the sun's rays seem to travel northward as far as the Tropic of Cancer (23½° N). This is as far north as the direct rays will shine. This occurs on June 21 of each year, and the northern hemisphere enters the *summer* **solstice**. On this day winter begins in the southern hemisphere. There will be 24 hours of sunlight in the Arctic Circle. It will be the longest day of the year for the northern hemisphere and the shortest day of the year in the southern hemisphere.

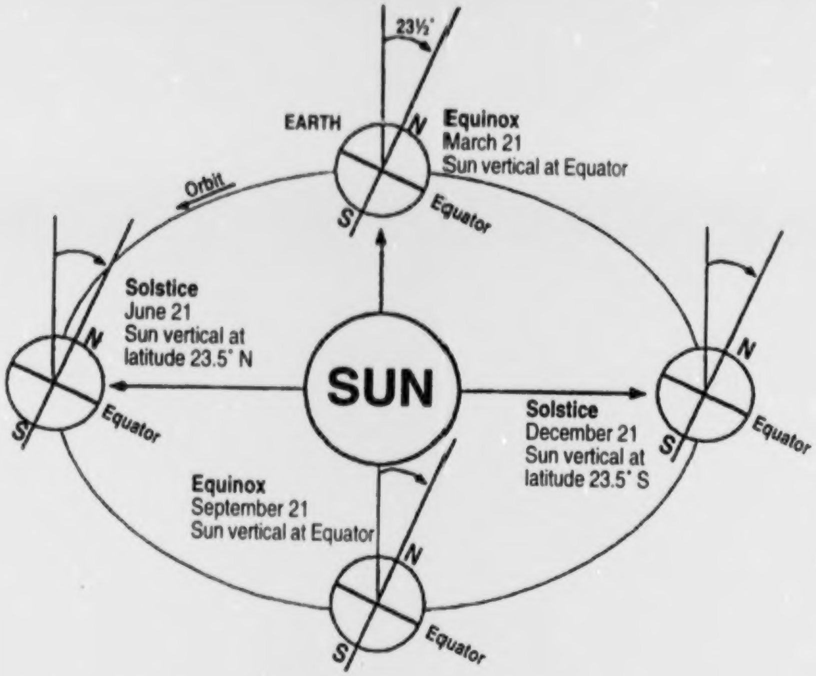
Now the rays appear to travel southward again. By September 21 of each year they have reached the Equator once more. The northern hemisphere enters the *autumnal* **equinox**, or the fall season, and the hours of the day and night will be equal in both hemispheres.

And so it goes, year after year. These seasonal changes have an important influence on the way we live on Earth. They influence how we work and play, what we eat, and how we dress. Many of our holiday festivities occur at times when the seasons change. Can you think of any?

Record

Short Answer

Study the drawing below which shows the tilting of the earth as it revolves around the sun. Then answer the questions that follow.



23½°
EARTH
N
S
Equinox
March 21
Sun vertical at Equator
Equator
Orbit
Solstice
June 21
Sun vertical at latitude 23.5° N
N
S
Equator
SUN
Solstice
December 21
Sun vertical at latitude 23.5° S
N
S
Equator
Equinox
September 21
Sun vertical at Equator
N
S
Equator

1. What season begins in June in the northern hemisphere? _______

   in the southern hemisphere? ______________________________

2. When the northern hemisphere experiences the summer solstice, what season begins in the southern hemisphere? _______

3. What season is it in the northern hemisphere when it tilts toward the sun? ______________________________

4. On what date does the northern hemisphere enter each season?

summer solstice: ______________________________

autumnal equinox: ______________________________

winter solstice: ______________________________

spring equinox: ______________________________

5. On what two dates are there equal amounts of sunlight in both the northern and southern hemispheres? ______________

6. On what date is there complete darkness at the North Pole? ____

7. What is the lowest point south of the Equator where the sun's direct rays strike the earth? ______________________________

8. What causes seasons? ______________________________

____

9. How often do the seasons change? ____________________

10. What is the shortest day of the year in the northern hemisphere?

____

Read

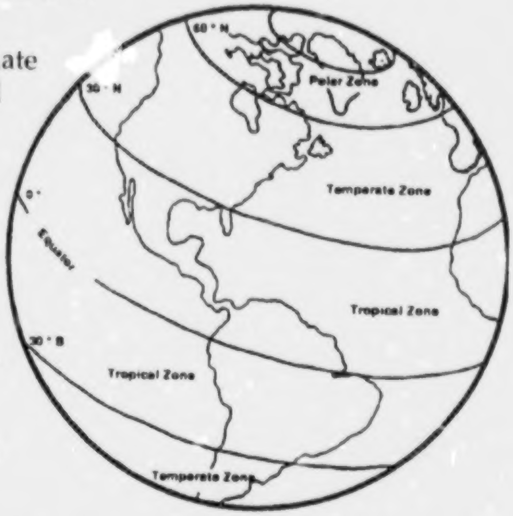
Climates on Earth: Weather over a Long Period of Time

Occasionally, central and southern Florida experience freezing temperatures that destroy crops. Fruits and vegetables grow only where the climate is right for them. For a few months a year in northern Florida, the nighttime temperature drops, sometimes even below the point of freezing. We would call these days cold weather days. We would not, however, say that anywhere in Florida has a cold *climate*. The *weather* and the *climate* are not the same thing. Weather refers to the atmospheric conditions from day to day. On a certain day, the *weather* may be hot or cold; there may be rain or snow. Weather describes conditions over a short period of time.

Climate, on the other hand, describes the average weather a region has over a long period of time—year after year. The kind of climate a region has can usually be found by answering these three questions:

1. What are the average year-round temperatures?
2. What is the average amount of precipitation, or moisture?
3. How long is the growing season?

What Causes Differences in Climate?



Here in Florida we enjoy a mild climate year-round. Other parts of the world experience even hotter and wetter climates, or far colder and snowy climates. The climate of another place will depend on how far north or south of the Equator it is, how high or low its land elevation is, and how far it is from water. Winds and ocean currents also influence climate.

Latitude: The Greatest Influence on Climate

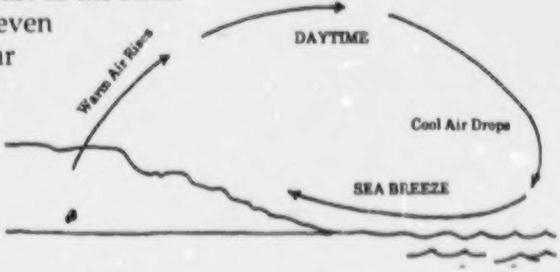
The location of a place in relation to the Equator is usually the most important influence on its climate. As the earth revolves around the sun, certain areas receive more direct sunlight than others. The sun's rays always are hottest in the tropics, or near the Equator. The nearer the region is to the Equator, the warmer its climate will be. Moving north or south *away* from the Equator results in less direct sunlight. The rays tend to "glance off" the earth's surface. Therefore, the further away from the Equator, the cooler the year-round temperatures will be.

Altitude: The Higher, the Colder

The elevation, or the height of the land above sea level, also affects climate. Air becomes cooler as we travel upward and away from the level of the oceans. The higher elevations have cooler year-round temperatures. Tall mountains may have snow-capped peaks year-round because the temperatures are very cold.

Bodies of Water: Moderating Nearby Temperatures

Water does not heat or cool as fast as the land. Water temperatures stay more even throughout the day and the four seasons. Therefore, places near large bodies of water tend to have a more even year-round temperature. Places that are in the interior, or far inland, experience greater extremes of hot and cold.

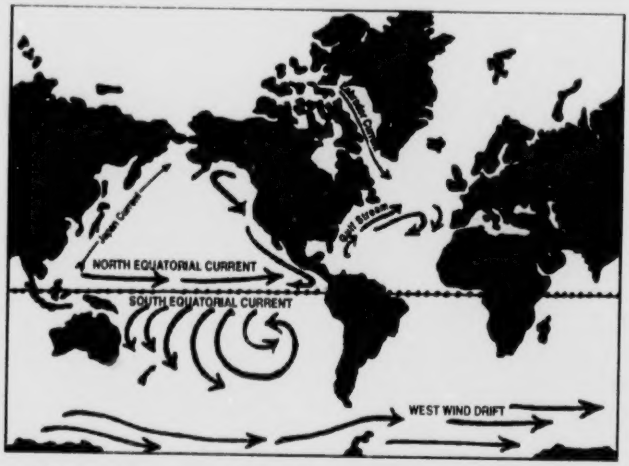


Winds and Mountains: Complicating the Climate Picture

Winds blowing in off large bodies of water are warmer than those blowing off the land. They contain more moisture and can cause rain to fall as the air cools. Warm, moist winds off the ocean can bring a lot of rain to the land. When the winds are blocked by mountains, they lose their moisture.

Warm, wet winds may first bring fog, and then rain, as they blow up the side of a mountain. On high mountain peaks, the rain can turn to snow. By the time the winds cross the mountains, they have become dry. In turn, dry winds blow from the land back over the mountains toward the sea.

Ocean Currents: Influencing the Temperature of Winds



The oceans contain fast-flowing streams, or currents. Some ocean currents are cold because they carry waters from the high latitudes of the Arctic and Antarctic regions. Others are warm because they originate in the low latitudes or tropics. The warm and cold currents can be felt by swimmers in the ocean or gulf. In the winter the east coast of Florida benefits from the famous Gulf Stream, a warm current that moves up the Atlantic coast from the tropics.

Ocean temperatures affect the winds that blow across the water onto the land. Winds blowing across cold currents tend to be much cooler and drier, and carry little precipitation to nearby lands. Winds that blow across warm currents carry warm, moist air, which results in lots of rain. Warm ocean currents cause milder climates even in high latitudes. Cold ocean currents can produce **deserts** along coastlines such as in southwest Africa and southwest South America.

The Growing Season: The Length of Time Crops Can Be Grown

Growing season refers to the number of months per year in which crops can be grown in a region. Farmers in regions with warm climates and abundant precipitation usually grow crops year-round. But in colder climates, crops may be grown for only two or three months of the year. In some climates, conditions are so harsh there is no growing season.

The way humans live depends in large part on climate. The way people work and live their day-to-day lives differs from one **climate region** to another. Climate even has an effect on the outcome of wars. The armies of both Napoleon and Hitler were unable to withstand the bitter winters of Russia. Freezing temperatures and snows forced them to retreat.

Record

Short Answer

Refer to **Read** *to write short answers to the questions below.*

1. What are the atmospheric conditions you see outside today?

____

____

2. Did you describe weather or climate?

____

3. What is the difference between weather and climate?

____

____

4. What are three questions which will help you learn about a particular climate?

____

____

____

5. Describe the climate where you live. (Use the answers to the three questions above.)

____

____

____

Record

Identification

Use classroom reference materials to answer the questions below. Then identify the cause. Answer each how *and* why *question by writing one or more of the* Five Major Influences on Climate *on each line.*

Five Major Influences on Climate:

1. **Location in the latitudes**
2. **Altitude, or land elevation**
3. **Nearness to large bodies of water**
4. **Winds and mountains**
5. **Ocean currents**

1. Which probably has the warmer climate, Argentina or Brazil?

____

Why? ______________________________

2. Locate London, England (52° N/0°), and Irkutsk, Russia (52° N/104° E). Which of these cities probably has a milder year-round climate?

____

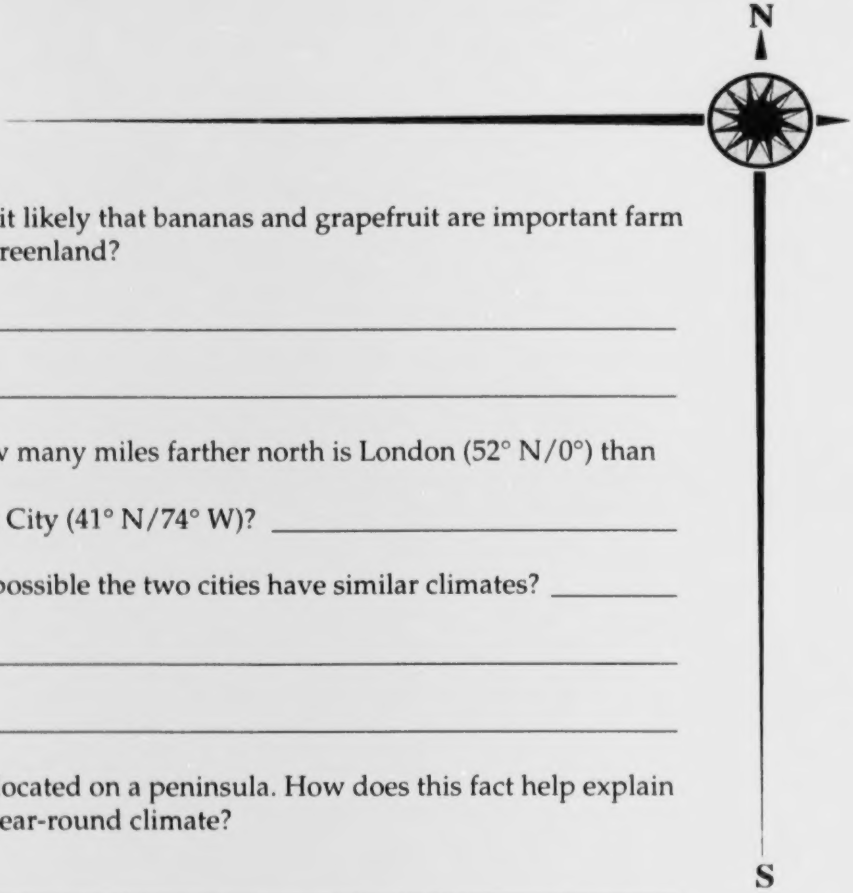
Why? ______________________________

3. Locate the United States and Sweden. Which country probably has the longer growing season?

____

Why? ______________________________

____



4. Why isn't it likely that bananas and grapefruit are important farm crops in Greenland?

____

____

5. About how many miles farther north is London (52° N/0°) than

New York City (41° N/74° W)? ____________________

How is it possible the two cities have similar climates? ________

____

____

6. Florida is located on a peninsula. How does this fact help explain the mild year-round climate?

____

____

7. Find Chile (South America) and Namibia (Southern Africa). Regions of desert border their coastlines. How might this be explained?

____

____

8. Mount Kilimanjaro lies in the tropics, only a few degrees south of the Equator. How is it possible that its mountain peak is covered with snow year-round?

____

____

Record

Climagraphs

Study the chart below. Answer the questions that follow.

City	Average Temperature (F)					Average Precipitation (in)				
	Jan.	April	July	Sept.	Dec.	Jan.	April	July	Sept.	Dec.
Singapore	80	85	90	85	87	10	7	7	7	7.71
Minna, Nigeria	75	85	75	87	89	1	2	8	12	0.5
Hankou, China	30	50	70	85	50	2	6	10	3	1.5
Omaha, Nebraska	10	30	70	90	25	1	3	4	3	1
Irkutsk, Russia	0	10	50	70	15	1	1.5	2.5	4	0.2
Alice Springs, Australia	75	70	45	50	80	1	0.3	0.6	0.5	2
Eismitte, Greenland	-30	0	12	12	-30	1	0.1	0.1	0.1	1.7
Palermo, Italy	51	60	75	75	60	2	2	0.1	1.7	2.1

1. Which city has the coldest climate? ____________________

   Which city has the hottest climate? ____________________

2. Which city has the most even year-round climate?

   ____

3. In which hemisphere is Alice Springs located?

   ____

4. Which city has the most rainfall? ____________________

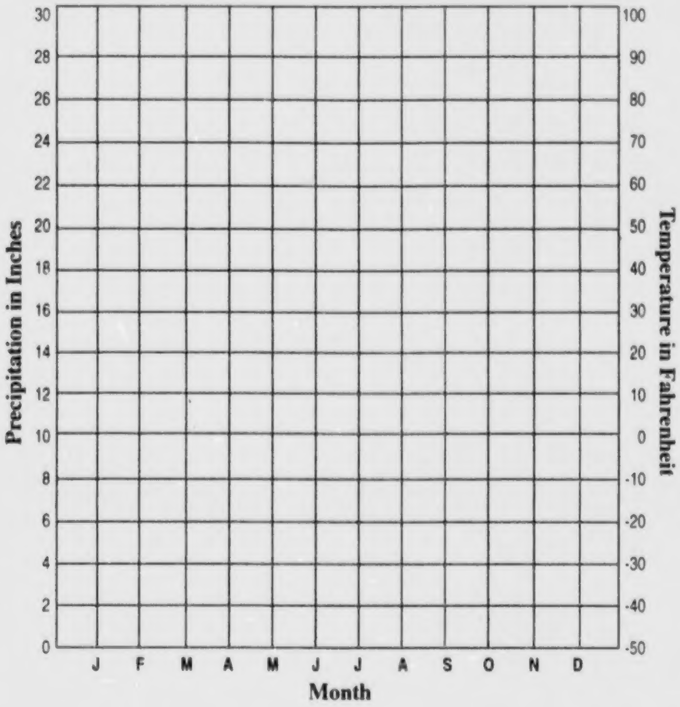
   the least rainfall? ____________________

5. Select a city from the chart above and plot the temperature and precipitation on the graph below.

Place: ______________________ **Elevation:** __________

Latitude: ______________ **Longitude:** ______________

Climatic Type: ______________________________



Average Annual Temperature: __________ **Average Annual Precipitation:** __________

Read

Climate Regions: Areas with Similar Weather Patterns

A **region** is an area of land that has one or more features in common. We use the term *region* to help categorize areas. We can categorize the world into regions that have *physical features* in common. For example, a mountain region would have mountains dotting its horizon or a mountain range running through it. A desert region would be a large dry area with very little rainfall.

Some regions are defined by their natural borders. For example, a *continent* is a large landmass with the ocean as its border. Using this method, we have divided the world into six continents or landmasses.

Categorizing areas according to climate is another useful way to divide the world. A *climate region* experiences similar temperatures and rainfall. The growing season will be about the same throughout a particular climate region.

Most continents have more than one climate region. Many smaller land areas, such as countries, even have more than one climate. Remember a region's climate is influenced by its distance from the Equator, land elevations, nearness to water, winds, mountains, and nearby ocean currents.

Geographers classify climates as tropical, dry, moderate, cold, and highland.

Tropical Climates: Tropical Rainforest and Savanna

Tropical Rainforest. The climate along the Equator is **tropical rainforest**. This climate is hot and rainy throughout the year. Temperatures average 90 degrees, and yearly rainfall nears 100 inches. The daily weather pattern changes little with the seasons: the skies are clear in the morning, but by early afternoon clouds have built up and torrential rains burst forth. The temperature then drops a few degrees with the approach of night.

The vegetation, which consists of tall evergreen trees and vines, is thick and lush. Because of warm temperatures, crops may be grown year-round. The soils in rainforests, however, are fragile and care must be taken not to use the land for too long. The soil is not very fertile because the heavy rains wash the minerals out.

Many people imagine a tight weave of jungle when they think of a rainforest. Jungles occur only in sections of a rainforest where the sunlight reaches the floor of the forest. Jungles are most often found where the land had once been cleared for farming or grazing, or near the banks of rivers. In undisturbed rainforests tall evergreen trees completely cover the land surface. There is little undergrowth because the trees let in only a small amount of sunlight.

Because the Equator does not run through the United States, there are no tropical rainforests in this country. To locate such a climate, follow the Equator on a map. Tropical rainforests are found in South America, central and western Africa, and southeastern Asia. In mountain regions along the Equator, however, you will not find tropical rainforests. The high land elevation in mountains creates a cooler and drier climate.

Savanna. As you move farther from the Equator, you find the **savanna** climate. This region is characterized by expanses of grasslands, called *savannas*. Lands in the savanna climate region experience two seasons: wet summers and dry winters. The temperatures are high throughout the year.

Within the savanna are widely spaced clumps of trees. If you were to run a finger on either side of the Equator beyond the tropical rainforest region on a map, you would trace many of the areas in the world with savanna climate. The largest areas of savanna are in Africa, central Brazil, and northern Australia. There is also one area of savanna climate in the United States. Do you know where? If you answered the "Florida Everglades," you are correct.

Dry Climates: Desert and Steppe

Desert. North and south of the savannas are the deserts. Deserts frequently occur in the low latitudes. They are the hottest and driest places on Earth. They receive less than 10 inches of rainfall a year. (In contrast, most of Florida receives between 30 and 65 inches of rainfall a year.) Some desert regions have not had rain in 20 years.

The change in temperature in a desert can also be extreme. Daytime temperatures may climb above 120° F or higher. At night temperatures may fall to 0° F. Low latitude deserts include the Sahara Desert in Africa and the Middle East. The Sahara Desert is the largest desert in the world. It is as large as the United States. Its harsh climate, however, makes it one of the least populated places in the world.

There are also regions of desert in the middle latitudes. These deserts tend to be in the interior of a continent. Tall mountains block moisture from reaching these lands. Temperatures are extreme: very hot during the hot season and very cold in the cold season. Deserts in the middle latitudes include the Gobi Desert in Asia and the Mojave Desert in the southwestern United States.

The lack of rain makes it very hard for people to live in the desert. Vegetation is scarce and crops can be produced only by irrigating, or watering, the land. In some places, underground water comes to the surface, and crops can be grown near these waterholes, called *oases*.

Our image of deserts may be one of a vast area of sand. Some deserts, however, are also made up of a hard, rocky surface called *desert pavement*. In fact, there is more rock than sand on the surface of the Sahara Desert.

Steppe. *Steppe* is another word for **plains** of dry grasslands and shrubs. *Continental steppe* is the term used to describe the climate of the high plains. Temperatures range from below zero during the long winters to 115° F in the summers. The western Great Plains in the United States is a steppe.

Moderate Climates: Marine, Humid Subtropical, Continental, and Mediterranean

The area between about 30° and 60° (*N* and *S*) contains the largest variety of climate regions. These climates are farther away from the Equator and, therefore, have greater seasonal changes in temperature than climates in lower latitudes.

Marine. A **marine**, or *maritime*, climate can be found along some coastlines. This is a climate of mild temperatures and abundant rainfall. Because large forests grow well in the marine climate, it sometimes is referred to as rainforest.

Animals of the Marine Climate along the Northwest Coast of North America

However, this climate region is not nearly as warm as a tropical rainforest. The northwestern coast of North America has a marine climate and has a forest of giant fir trees.

Humid Subtropical. Along southeastern coasts, a **humid subtropical** climate occurs. It is marked by long, hot summers and short, mild winters. Average annual rainfall is 60 inches. Because of the year-round growing season, this is an excellent climate for the cultivation of crops and raising animals. Lands in the humid subtropical climate have proved to be pleasant places for humans to live.

Continental. Inland and along northeastern coastlines is the **continental** climate. It is the climate which experiences four distinct seasons: cool springtime followed by a mild summer; brisk autumns followed by cold winters. Temperatures vary according to the season, and precipitation may be in the form of rain or snow. Rich **agricultural** lands are found in humid continental climate regions.

A Beach on the Island of Cypress along the Coast of the Mediterranean Sea

Mediterranean. The **Mediterranean climate** is named for the Mediterranean Sea. Along the coast of this sea the climate is mild and, for many people, ideal. Mediterranean summers are long and dry, and the winters are short and wet. Southern California is a region of Mediterranean climate in North America.

Cold Climates: Subarctic, Tundra, and Ice Cap

Earth receives less direct sunlight in the regions farther away from the Equator. Less sun results in cold climates in the high latitudes.

Subarctic. The subarctic climate is generally located between 50° and 60° N in North America, northern Europe, and Asia. ***Taiga*** is a Russian word for the "cold, northern forests" that grow abundantly in subarctic climates. A variety of furbearing animals make their home in these forests. Subarctic winters are long and severe with temperatures dropping at times to almost 100° below 0° F. The temperature only rises above freezing between May and August, when the snowfall begins. Because of the climate, this region is not good for growing crops, and few people choose to live there.

Tundra. The **tundra** climate is located mostly within the polar circles above 60° (*N* and *S*) latitude. Located on the fringes of the Arctic and Antarctic Oceans, the tundra's cold air masses keep temperatures low all year. There is no warm season, as we know it. Either *permafrost*—frozen ground—or icecaps cover the region near the poles. Located in the highest latitudes, the tundra has almost 24 hours of daylight in the summer months, and almost 24 hours of darkness during the winter. The tundra is not a hospitable place for people and most animals.

The Premier Mammal of the Tundra Region—the Polar Bear

Ice Cap. Antarctica and parts of Greenland have an ice-cap climate. It's very cold throughout the year.

Highlands Climate: Vertical Climate

All of the previous climates are affected by their location in relation to the Equator. The highlands or **vertical climate** is not. The vertical climate is found at highland elevations. Tall mountains have a climate of their own. Air temperatures become cooler as one moves higher up a mountain. As a result, vegetation changes between low and high elevations. At the very top, mountains may have snow year-round—even at the Equator. The scenery often is breathtaking, but the ability to make a living may be limited.

Vegetation: The Influence of Climate

The natural plant life—or vegetation—tells a lot about the climate of a region. In general, there are three types of vegetation: trees, grasses, and shrubs. Trees are found in many regions from the forest areas of the tropical rainforest to the cold northern taiga. These regions experience a lot of precipitation in the form of either rain or snow. Trees in the colder regions grow more slowly and are not as large.

Vegetation of the Rainforest

Grasses are found in the savanna climate and steppe climate where there is not enough rain to support many trees. In the deserts and tundra, low bushes and shrubs can be found. Weather conditions are extremely harsh in the desert and tundra.

People and Their Environments

The physical environment has played a powerful role in the development of human cultures. Humans have devised methods to adapt to the physical environment of almost every place on the earth. The greatest numbers of people, however, live in regions suitable for agriculture.

Agriculture arose independently in many parts of the world: the river valleys of the Middle East and Asia, and the mountain valleys of South and Central America. In these places land was fertile and the climates were relatively mild. Using agriculture helped the populations increase greatly. Less land was needed to feed more people. Far fewer people live in the rainforest, desert, and tundra regions than in regions suitable for agriculture.

Populations in regions of vertical climates have learned to grow some crops and make use of the vegetation found on mountainsides. In the lower elevations, a variety of crops such as vegetables, rice, and fruits are grown. High elevations, with lower temperatures, make grain a valuable crop. Higher up, the grasses provide important grazing land for farm animals. Few people live at the highest elevations, which may be snow covered all year.

Mudman of Papua New Guinea Rainforest

Record

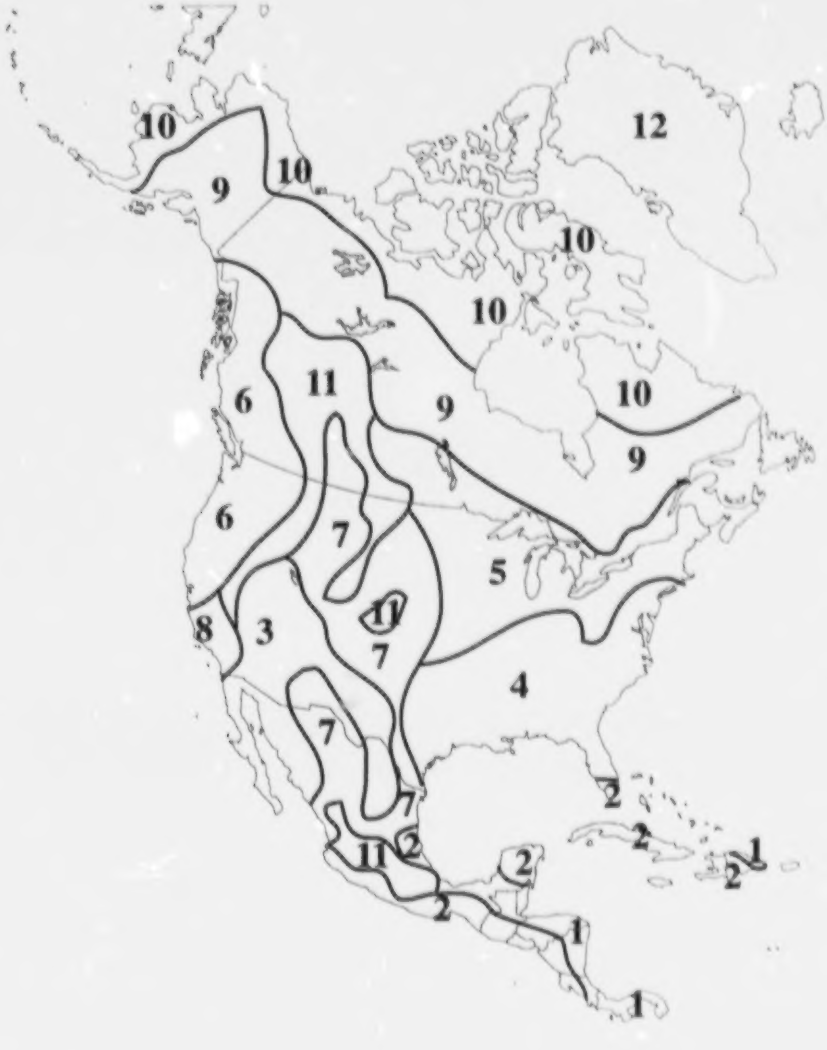
Mapping

On the map on the next page each region of North America and Central America has a number that represents its climate region. Use the legend, or key, below to color the climate regions on the map.

> Mapmakers use many different colors to show features on the earth's surface. Colors serve as symbols on a globe or map. In this exercise, colors will be used to represent climates in North and Central America.

Number	Climate Region	Color
1	tropical rainforest	deep green
2	savanna	brown
3	desert	orange
4	humid subtropical	light green
5	continental	yellow-green
6	marine	blue
7	steppe	yellow
8	Mediterranean	light brown
9	subarctic	violet
10	tundra	purple
11	highlands, or vertical	pink
12	ice cap	white

Climates of North and Central America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1

Record

Agree or Disagree

Write **agree** *or* **disagree** *next to each statement below. Be able to explain your response to any statements with which you disagree.*

________ 1. There is a large region of continental climate on the western coast of North America.

________ 2. Most of the southeastern United States, including most of Florida, has a humid subtropical climate.

________ 3. An area of marine climate is found along the northwestern coast between 40° and 60° N.

________ 4. The interior of the United States contains a region of steppe climate.

________ 5. There are no vertical climates in North America.

________ 6. A subarctic climate extends across the northern region of North America.

________ 7. Tundra is found only above 60° N.

________ 8. Located between the subarctic and the humid subtropical is a region with a Mediterranean climate.

________ 9. The only area of tropical rainforest is located in the lands south of the United States.

Record

True or False

Write **true** *if the statement is correct. Write* **false** *if the statement is* not *correct.*

> The readings have provided facts about how geography influences the way people live. We can draw conclusions, or make inferences, based on the facts.

________ 1. Crops may be grown year-round in the southeastern states, including Florida.

________ 2. People living in the subarctic might make a living in the timber industry.

________ 3. The region of the steppe climate experiences 24 hours of sunlight during the summer months.

________ 4. Umbrellas might be very useful to people living in a marine climate.

________ 5. Visitors to the tundra would need to pack swimsuits and light, cool clothing.

________ 6. The snow ski industry might do well in areas of vertical climate.

________ 7. Four different seasons are enjoyed by people who live in the continental climate region.

________ 8. Winters are about the same in the steppe and Mediterranean climates.

________ 9. Most of North America is located in the tropics.

________ 10. The same kinds of outdoor sports could be enjoyed in the high latitudes as in the middle and low latitudes.

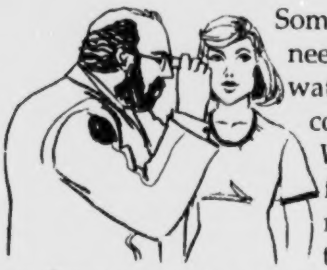
Read

The Economics of Place: How People Use Their Resources to Live

The physical geography of a place has a lot to do with how people live. Areas with mild temperatures and adequate precipitation may have abundant vegetation. The water and soils may be good for growing crops. On the other hand, where rainfall is low and soil poor, people have to find other ways to survive. They may mine for valuable minerals, or they may work in factories and industry.

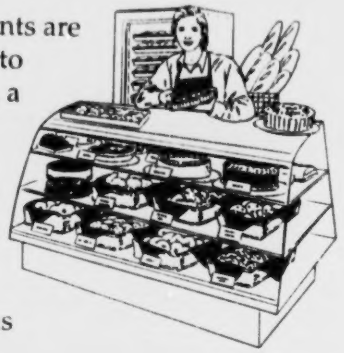
How humans use resources to make a living is the study of economics. A *resource* is anything that can be used to produce goods and services. Goods are objects that can be bought or sold. Food or a bicycle, computer, dress, and stereo are all economic goods. Services are activities that are performed for money. A doctor, barber, gardener, and repairperson all provide services in exchange for money.

Goods and Services: Satisfying People's Wants and Needs



Some goods and services are considered *needs*. We need these goods and services to survive. Food, water, clothing, shelter, and medical care are considered needs. Without food we would starve. Without clothing and shelter we would suffer from exposure. Without medical care we are more likely to die from diseases and accidents. If these basic needs are not met, life becomes a day-to-day struggle just to stay alive and healthy.

Some goods and services are considered *wants*. Wants are those things we would *like* to have but do not *need* to survive. An automobile, a boat, a vacation to Paris, a computer, lawn maintenance, or a membership at the local gym are examples of wants. Wants can improve our lives, but we do not *need* these goods and services to live a satisfying and healthy life.



People are the *consumers*, or users, of goods and services. The number of consumers in the world has greatly increased. About 150 years ago, only about one billion people lived on Earth. Today there are six times that number and the population is still growing. The more people there are, the more goods and services must be produced. As more goods and services are produced, people's wants also increase.

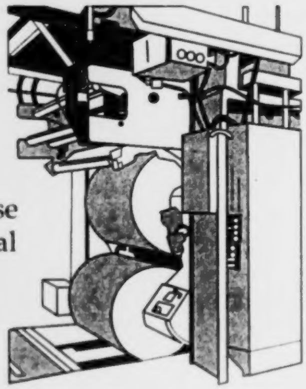
In some countries, most of the citizens' needs and wants are satisfied. The people are either able to buy many goods and services or they receive some goods and services from their government. These countries have a high **standard of living**. Countries where citizens cannot even satisfy their basic needs have a low standard of living.

Resources: Natural, Capital, and Human

Economists divide resources into three different types: **natural resources**; **capital resources**; and **human resources**. Most of the countries with successful economies have access to an adequate supply of all three resources.

Natural Resources. A natural resource is a good that comes from nature. Natural resources are found on or in the earth. They are not manmade. Natural resources include water, minerals, and soil. Some natural resources, such as water, can be used more than once. However, some natural resources are *nonrenewable*. That is, once they have been used they are gone. Petroleum, which is used to make gasoline and plastic, is a nonrenewable resource.

Capital Resources. People use capital resources to produce goods and services. Capital resources are manmade and can be used many times. Money is a capital resource. Other examples of capital resources are machines and trucks or automobiles. Machines produce other goods. Trucks or automobiles transport goods or provide transportation for people. Capital resources increase the speed of production. Places with modern capital resources are called ***industrial countries.*** The United States is an industrial country. Japan, Germany, and the United Kingdom are also industrial countries. Industrialized countries usually have a high standard of living.



Human Resources. Another important resource is the people themselves—the human resources. It is the worker who puts the natural and capital resources together to produce goods and services. However, the work force must fulfill certain requirements before it is useful in an economy.

First, there must be an adequate number of people to work. The larger the population, the more workers are required. Second, the workers must be skilled and educated. They must know how to perform the jobs in the economy. Third, they have to be well-fed and healthy. Hungry or sick people cannot work. Without a healthy work force, a country will remain poor.

Developing or Disadvantaged Nations: Large Families Surviving by Farming

In many parts of the world—Central and South America, Africa, and southern and eastern Asia—most people make a living by farming small plots of land. The countries in these regions are referred to as **developing nations** or disadvantaged nations, in contrast to the developed or advantaged nations of the United States, Canada, Europe, and parts of Asia.

In disadvantaged nations the standard of living is low. People's diets are inadequate, disease is common, sanitation is poor, and many children do not go to school. These families value children as a kind of social security. Children participate in the work of the family at an early age, and they also provide for their parents in old age. Many infants and children die of malnutrition and disease. Some of these people have moved to cities seeking a better life, only to find conditions even worse than in the countryside.

Why do we find such great differences in the standards of living between advantaged and disadvantaged nations? The origin of these differences lies in the history of European colonial expansion, not in lack of natural resources or lack of willingness of the population to work. The Industrial Revolution increased European nations' demand for raw materials. They satisfied this demand with resources from other countries. Vast areas in nations such as Brazil and Colombia were converted to enormous plantations and the crops exported to the wealthier nations. Even today the bulk of the profits from the modern, high-rise hotels you see on the beaches in the Caribbean or Mexico aren't going to the local people but to multinational corporations in Tokyo, London, and New York.

The Purpose of Economic Systems: Solving the Problem of Scarcity

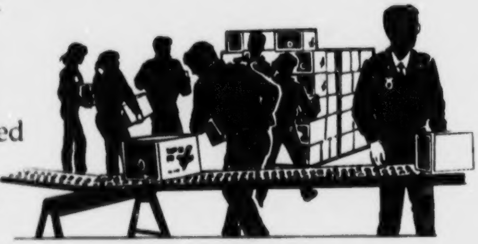
The basic economic problem facing people is *scarcity*. Scarcity describes a human problem: We have only limited resources, but our needs and wants are unlimited. In short, there is only so much of everything to go around.

A society tries to manage the problem of scarcity through its **economic system**. It manages scarcity by asking and answering three important questions.

1. What goods and services will be produced?
2. What methods will be used to produce those goods and services?
3. For whom will those goods and services be produced?

The oldest economic systems were simple. Most of the goods and services were produced in the local community and satisfied people's basic needs. People produced goods and services by hand and exchanged one product for another without the use of money.

Today, the methods used to produce products have changed dramatically. Industrialized economies use advanced technology and machinery—and the technology is changing constantly. In addition, instead of exchanging one product or service for another, we exchange money for products and services.



Geography and Population: A Delicate Equation

Look around the classroom. Is it very crowded? Could more people enter the room without crowding the space and using up the resources? If this room could support more people, it has a low **population density**. If this room is already crowded, it has a high population density. *Population density* refers to the number of people for a given area.

Some countries have very high population densities. If there are adequate resources, the people can still live well—they have a high standard of living. However, if resources are lacking, most people will have a low standard of living. They will be poor and will earn very low incomes.

Carrying capacity refers to the number of individuals an area can support. Presently, in parts of the world the *carrying capacity* is heavily taxed. In *rural* areas, populations have overused forests and land. As these resources disappear, many people are moving to *urban* areas, or cities with large populations living close together. Population density of urban areas continues to increase as more people come to find jobs.

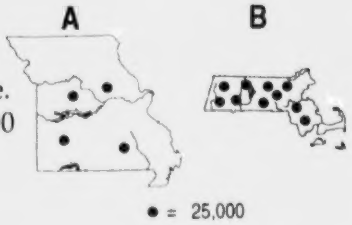
Concerned people urge the use of wise resource planning and management. Others insist the world is nowhere near its carrying capacity. The one fact they agree on is that the conflict between unlimited wants and limited resources poses problems for world population and economic systems.

Record

Mapping

Study the explanations and world map on this page. Then use the map to answer the questions on the following page.

A. Look at the illustrations to the right. In drawing **A** each dot equals 25,000 people. That means the population of **A** is 100,000 people because there are four dots.

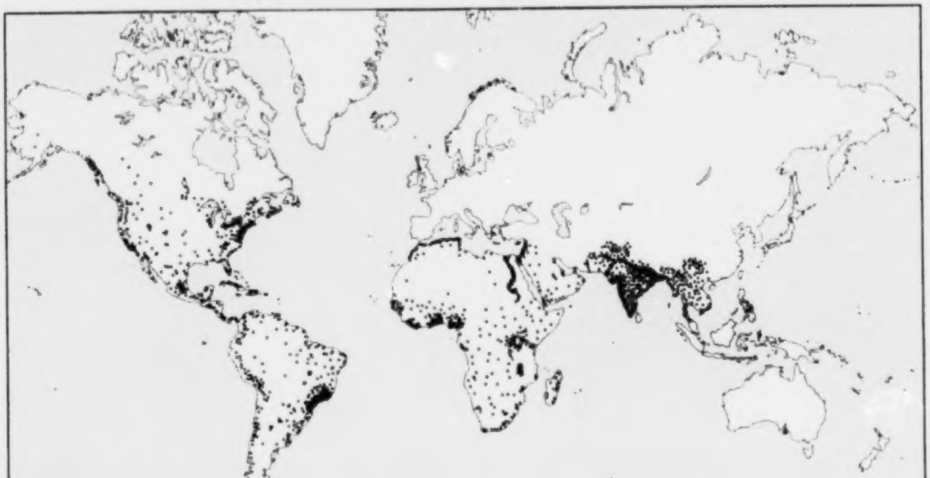


B. What is the population in drawing **B**?

____

C. Now, look at the map below. This map shows the location of the world's populations. The more dots there are in an area, the more people live in that area. The very dark areas have the highest population densities.

Representative World Population Distribution


One dot equals approximately 100,000 people
3000 Km
3000 Mi
Scale at the Equator

1. Which continent has more areas of high population density, Eurasia or the United States?

   ____

2. Which continent has a larger population, Africa or South America?

   ____

3 Compared to all other continents, is Australia's population density lower, higher, or about the same?

   ____

4. In which hemisphere are regions of highest population densities located?

   ____

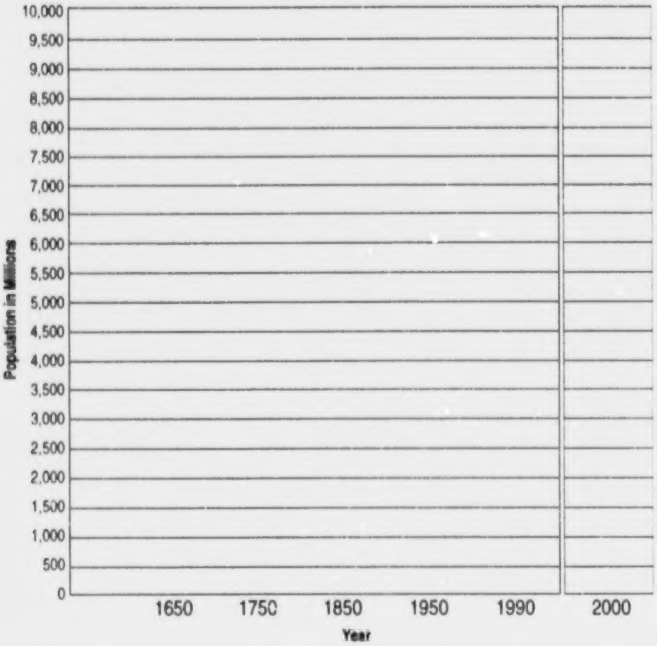
Record

Graphing

Study the world population figures below. Then make a bar graph to show population increase over 350 years.

World Population Increase

Year	Population
1650	500 million
1750	550 million
1850	1,000 million (1 billion)
1950	2,500 million (2.5 billion)
1990	6,000 million (6 billion)
2000 (Projected)	7,000 million (7 billion)



Record

Multiple Choice

Use the graph on the previous page to answer the questions below. Circle the letter of each correct answer.

1. The world population increased by ____________ million between 1650 and 1750.
   - a. 5
   - b. 50
   - c. 500
2. The population first doubled between ____________ .
   - a. 1650 and 1750
   - b. 1750 and 1850
   - c. 1850 and 1950
3. Between 1950 and 1990 the world population ____________ .
   - a. more than doubled
   - b. decreased by half
   - c. remained the same
4. According to the graph, in the past 300 years, world population growth has ____________ .
   - a. slowly decreased
   - b. stayed about the same
   - c. greatly increased

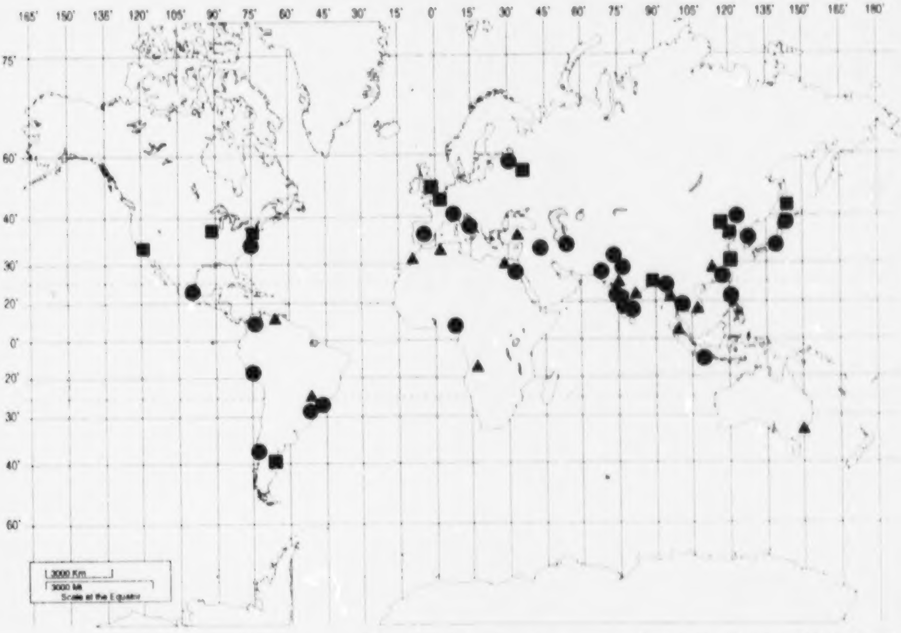
Record

Mapping

Study the map and legend below to see where large urban areas are located in the world today. Answer each question below.

> Many people move to cities to find jobs and a better way of life. As a result, urban areas are increasing all over the world. *Remember: Rural* refers to places with small populations that are away from large cities. *Urban* refers to city areas which have large populations and high population densities.

Largest Urban Areas in the World in 1950, 1990, and 2000


165° 150° 135° 120° 105° 90° 75° 60° 45° 30° 15° 0° 15° 30° 45° 60° 75° 90° 105° 120° 135° 150° 165° 180°
75° 60° 40° 30° 20° 0° 20° 30° 40° 60°
3000 Km
3000 Mi
Scale at the Equator

■ 4 million and over since 1950 ● 4 million and over since 1990 ▲ 4 million and over in 2000 (projected)

1. How many urban areas (four million people or more) were there in the United States in 1950?

____

2. How many urban areas exist in the United States and Mexico today?

____

3. Are most urban areas in the United States located in the east or the west?

____

4. The most recently developed urban area in the United States lies along which coast and which ocean?

____

5. What city is the center of the urban area on the west coast?

____

6. According to this map, are there any other urban areas projected, or expected, to develop in North America by the year 2000? If so, which ones?

____

7. How many urban areas existed in South America *before* 1990?

____

8. How many urban areas exist on this continent today?

____

9. Are any other urban areas projected in this region by the year 2000? If so, how many?

____

10. On which continent are the most urban centers located today?

____

11. In which latitudes (middle, high, or low) are the most urban areas found?

____

12. What two reasons can you give to explain why most of the areas of high population density and urban development are located in the middle latitudes?

____

____

____

13. North America and Europe have highly industrialized economies. What reasons can you give for large urban areas developing on continents with very little industry?

____

____

____

14. Does Africa, South America, or North America contain the most urban areas?

____

15. Which inhabitated continent has the lowest population density and fewest urban areas?

____

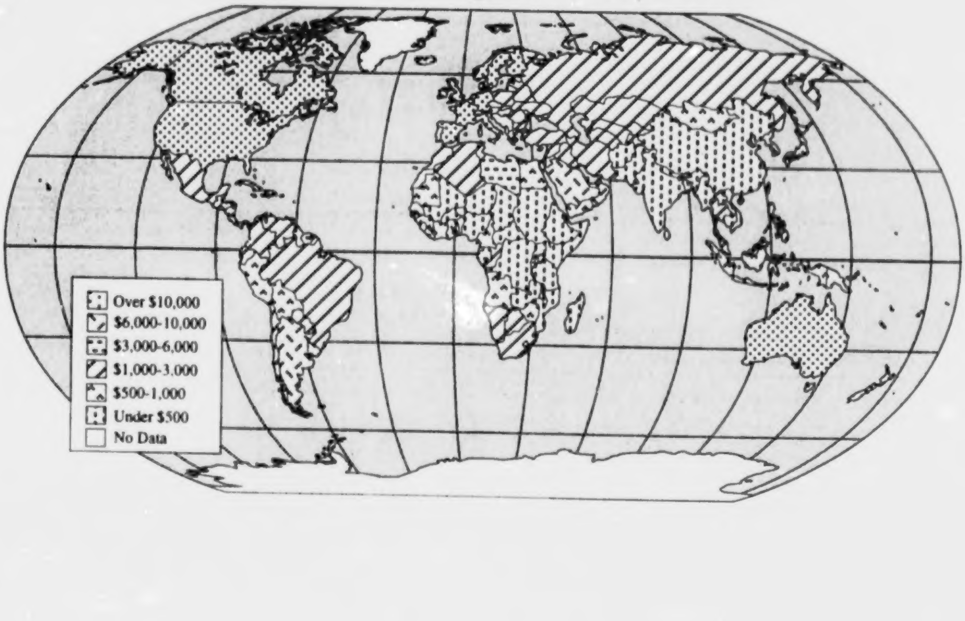
Record

Mapping

Study the map below. Refer to an atlas to identify the numbered places. Then use the color code to indicate the average income on your map.

The average income of all the people of a place can be found by dividing all the money earned by the number of people who live there. For example, imagine there are 10 people in your classroom. If the combined income of all the students in your classroom was $1,000, then the average income per person in your classroom would be $100 per year.

World Per Capita GNP, 1994


Over $10,000
$6,000-10,000
$3,000-6,000
$1,000-3,000
$500-1,000
Under $500
No Data

Record

Multiple Choice

Refer to the map on the previous page, then circle the letter of each correct answer.

1. The average annual income of people in the United States is __________ .

   a. over $12,000
   b. $500–$1,499
   c. $1,500–$4,000

2. Compared with Africa, the average annual income of people in South America is __________ .

   a. higher
   b. lower
   c. about the same

3. According to the map, most people in Africa earn __________ per year.

   a. more than $4,000
   b. less than $4,000
   c. $4,000

4. Compared with the United States and Canada, the people of Europe, Australia, and Japan earn __________ incomes.

   a. higher
   b. lower
   c. about the same

5. __________ Africa has the highest income.

   a. Central
   b. Southern
   c. Northern

Record

Identification

Using the previous maps, place a check (√) in front of each of the **true** *statements.*

________ 1. Europe has a high population density and the people earn high incomes.

________ 2. Australia has a low population density and people earn high incomes.

________ 3. In many parts of Africa both population density and income are low.

________ 4. The regions of the world where people earn a living working in industry enjoy the lowest standard of living.

________ 5. Most of the world's developing or disadvantaged countries are in Africa, Central and South America, and Southeast Asia.

Recap

Much of the way we experience our lives, including the ways we work and play, are greatly influenced by the sun. As the earth *rotates*, or spins, on its *axis*, the half facing the sun is in daylight; the half hidden from the sun is in darkness. As the earth *revolves* around the sun, the seasons in different *regions* of the world change.

How much direct sunlight a region receives is one of the factors that determines its climate. Climate is the weather pattern a place experiences over a long period of time. Other factors are latitude, elevation, nearby bodies of water, wind, ocean currents, and mountains. Geographers classify climates as tropical, dry, moderate, cold, and highland.

Tropical climates include *tropical rainforest* and *savanna*. Tropical rainforests are hot and humid. Savannas have a very wet season followed by a very dry season.

Desert and *steppe* climates are dry. Deserts receive 10 inches or less of rain each year and have very little vegetation. Steppes are dry expanses of grasslands.

Marine, humid subtropical, continental, and *Mediterranean* are moderate climates. They are farther away from the Equator and, therefore, have greater seasonal changes in temperature than climates in lower latitudes.

The high latitudes are quite cold. The *subarctic* region has year-round snow and forests, but little other vegetation. The *tundra* is kept cold and frozen by the Arctic and Antarctic oceans surrounding it.

The *vertical climate* is the climate as it changes from low to high elevations. The higher one goes, the colder and drier the climate becomes.

How people use the land and available resources shapes the way they live. Some nations have used their resources and the resources of other nations to become *industrial nations*. They produce goods and services using machines. Some nations are still based on *agriculture*. Many of these farming-based nations have low standards of living and are called *developing* or *disadvantaged nations*.

Industrial nations tend to have a higher *standard of living* than developing nations. Their citizens are able to satisfy more of their needs and wants. The *economic system* of each nation addresses the problem of scarcity: People have unlimited needs and wants, but their resources are limited.

Review

Identification

Write the correct vocabulary term on each line below.

______________________ 1. a good that comes from nature and is used by people; examples include water, soil, minerals, forests

______________________ 2. a manmade good that is used to produce other goods; examples include tools, machines, money, factories

______________________ 3. an area of land that has the same pattern of weather over a long period of time

______________________ 4. countries where most goods are produced by machines

______________________ 5. country where most people are poor and make a living by farming; also called *disadvantaged nation*

______________________ 6. either of the two times a year when days and nights are of equal length all over the earth; the sun is directly overhead at the Equator

______________________ 7. climate with very hot summers and mild winters; rainy year-round with no snow

______________________ 8. either of the two times in the year when the sun's most direct rays are as far north or south of the Equator as they will ever be

____________________ 9. evergreen forest found in areas of the world where the temperature remains high all year and rainfall is abundant

____________________ 10. how well-off a person or group of people is economically; measured by their ability to satisfy their needs and wants

____________________ 11. climate with hot, dry summers and cool, rainy winters

____________________ 12. the weather pattern in areas of high and rising elevation; the higher up one goes, the colder and drier the climate becomes

____________________ 13. the number of people within a given area

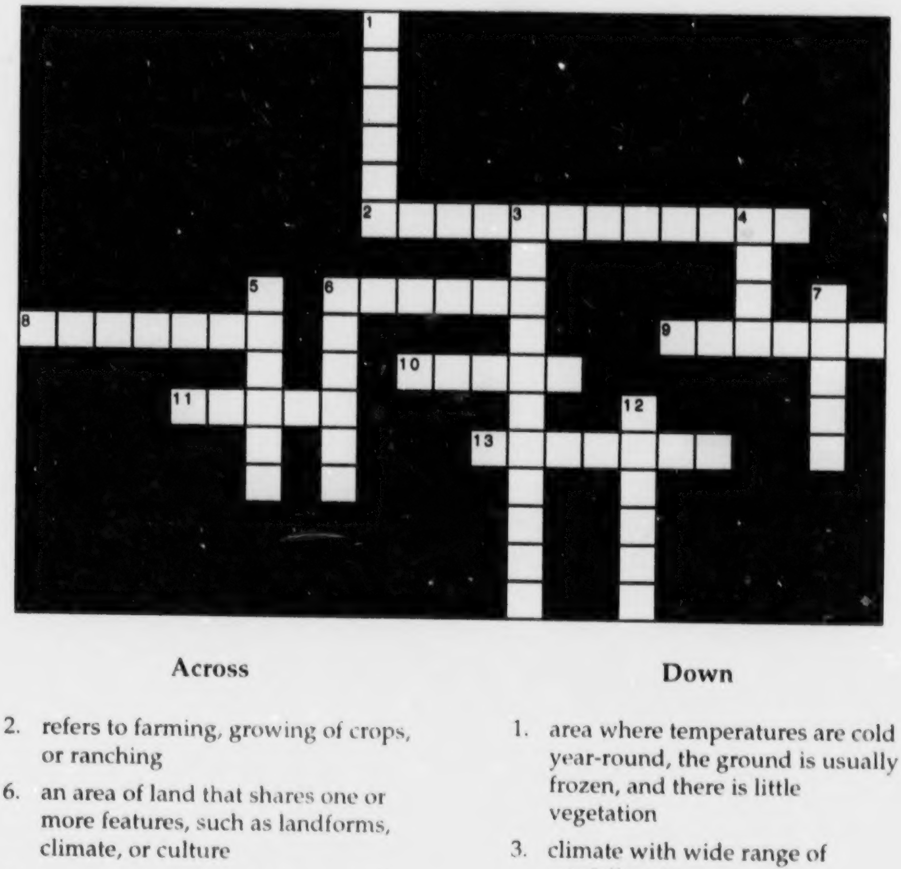
____________________ 14. the people—their efforts, both in mental work and physical work

____________________ 15. the way a society uses resources to provide for people's needs and wants

Replay

Solve

Use the following clues to solve the crossword puzzle below.



Across

2. refers to farming, growing of crops, or ranching
6. an area of land that shares one or more features, such as landforms, climate, or culture
8. an area covered with expanses of grass and widely spaced clumps of trees
9. a very dry area with very low rainfall and little vegetation
10. damp or wet
11. subarctic forest made up of thinly scattered coniferous trees
13. the motion of making a complete circuit around an object

Down

1. area where temperatures are cold year-round, the ground is usually frozen, and there is little vegetation
3. climate with wide range of rainfall and temperatures
4. the imaginary line through the earth from one pole to the other
5. refers to the sea
6. to spin on an axis
7. the path followed by planets or other bodies as they revolve around the sun
12. area of mostly level land

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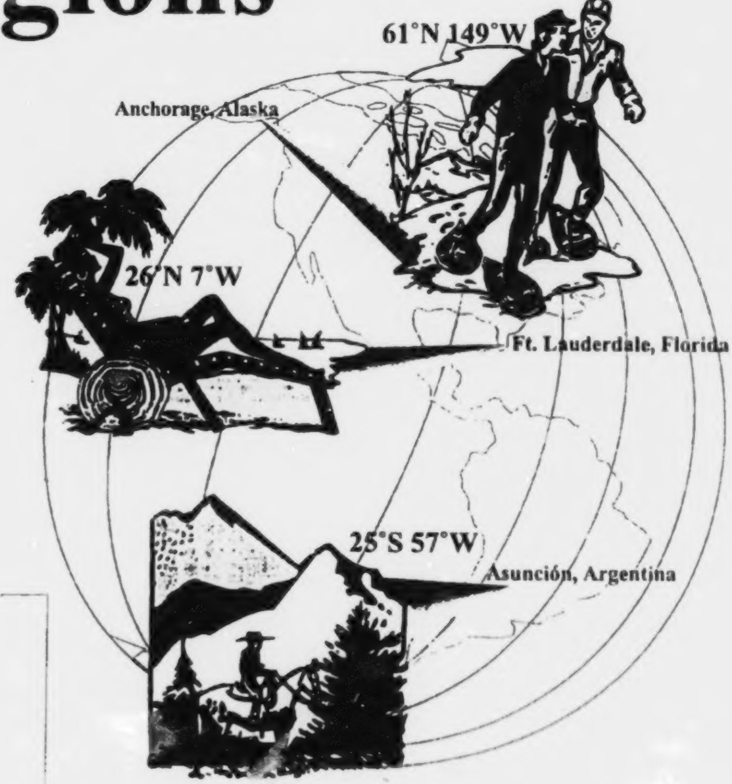
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Acknowledgments

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Latin America

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Remember

Vocabulary

Study the vocabulary terms below.

agriculture	tending crops and livestock to produce food
Aztec, Maya, Inca	early civilizations of present-day Latin America before the arrival of Europeans
Bering Strait	narrow body of water connecting the Bering Sea and the Arctic Ocean; separates North America from Asia
capital resource	a manmade good that is used to produce other goods; examples include tools, machines, money, factories
civilian	a person not on active duty in the military
democracy	a system of government in which the people choose their political representatives
empire	an area consisting of a number of nations or territories ruled by a single, strong authority
export	to transport goods to another country

guerrillas	derived from the French word *guerre* meaning "war"; small groups of fighters who use surprise attacks against superior forces
import	to have goods transported into a country
inhabitants	people who live in a place
mestizos	persons in Latin America whose ancestors are European and Native people
migrated	moved from one place to another place
mulattos	persons in Latin America of European and African ancestry
Native	an original inhabitant of a place or country
per capita income	the average amount of money earned for each person in the population
plantation	a large farm on which one chief crop is grown for export
plateau	a high, level area of land

tropical rainforest	evergreen forest found in areas of the world where the temperature remains high all year and rainfall is abundant
rebel	to fight the present system of government
subsistence farming	producing only enough food to feed one's family; having nothing left over to sell
viceroyalty	a system of government set up by the Spanish king; consisted of viceroys who governed foreign provinces as representatives of the king

Read

Introduction

Where do we find the longest continental mountain range in the world, the second longest river in the world, **tropical rainforests**, savannas, volcanic islands, and the ruins of ancient civilizations? Where can we find people who speak French, Spanish, Dutch, Aymara, English, Portuguese, and Mayan? Where can we find some of the lowest standards of living in the world in the midst of adequate natural resources and startling natural beauty? If you answered Latin America, you are correct.

The Amazon Forest

Latin America is the name given to all the countries south of the United States in the western hemisphere. Latin America includes Mexico, Central America, South America, and the Caribbean Islands.

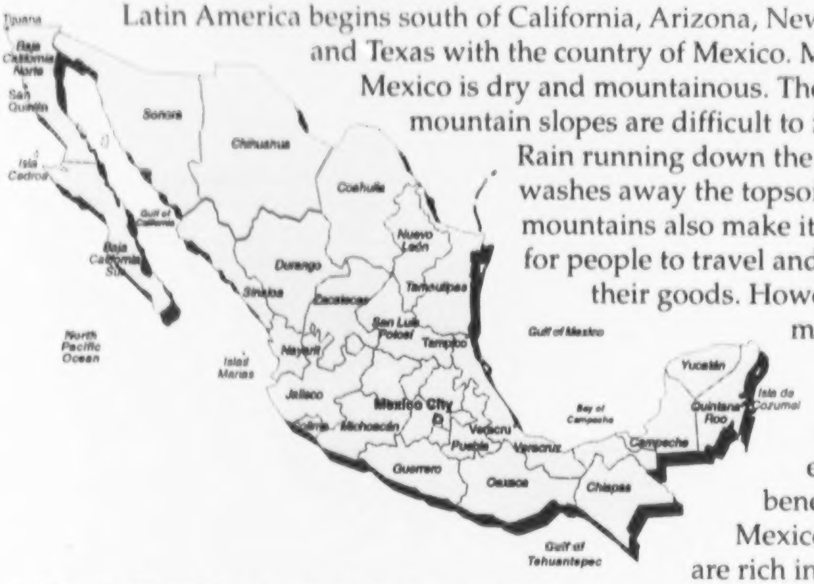
Three of Latin America's most striking features are its mountains, the Amazon River, and its tropical rainforests. Mountain ranges rise through most of the length of Latin America, from northern Mexico to the tip of South America. The Andes Mountains, in South America, are one of the most imposing features of Latin America. The Andes Mountains are the longest mountain range in the world, and they are the second highest mountains in the world. Their constant blanket of snow and frigid temperatures make them a natural barrier.

Latin America also has the second longest river in the world—the Amazon River. This river runs across South America near the Equator. Including all of its tributaries, the Amazon River carries more water than any other river system in the world. Tropical rainforests can be found in the Amazon basin and in Central America, Mexico, and on some of the islands in the Caribbean Sea. Mexico, Central America, and South America have a wide range of climates from the hot climate of the rainforest to the cold climate atop high mountain ranges.

There are 31 countries in Latin America. Most of these countries have unique histories which tell of their struggle for independence from foreign governments. For many centuries, most of Latin America was controlled and exploited by the governments of Spain, Portugal, and France. Most **inhabitants** of Latin America now speak Spanish, Portuguese, or French. Because these three languages come from Latin, the language spoken by the ancient Romans, this region has come to be known as *Latin America*. The influence of Spain, Portugal, and France on Latin America can be seen throughout the culture, from the languages spoken to the religions practiced.

Many nations in Latin America gained independence from these foreign governments early in the 19th century. However, since their independence many of these nations have suffered under military rule and dictators. Many thousands of soldiers, **guerrillas**, and **civilians** have been killed in civil wars and revolutions.

Preview: Mexico


Tijuana
Baja California Norte
San Quintín
Isla Cedros
Sonora
Chihuahua
Coahuila
Gulf of California
Nuevo León
Baja California Sur
Durango
Tamaulipas
Sinaloa
Zacatecas
San Luis Potosí
Tampico
Gulf of Mexico
North Pacific Ocean
Islas Marias
Nayarit
Yucatán
Jalisco
Mexico City
D
Isla de Cozumel
Quintana Roo
Bay of Campeche
Colima
Michoacán
Veracruz
Puebla
Veracruz
Campeche
Guerrero
Oaxaca
Chiapas
Gulf of Tehuantepec

Latin America begins south of California, Arizona, New Mexico, and Texas with the country of Mexico. Most of Mexico is dry and mountainous. The mountain slopes are difficult to farm. Rain running down the slopes washes away the topsoil. The mountains also make it difficult for people to travel and trade their goods. However, the mountains also provide an economic benefit for Mexico. They are rich in minerals. They also have many streams that are used for irrigation and waterpower.

Nearly one of four people of Mexico live in Mexico City or its suburbs. Mexico City was the site of Tenochtitlán—the capital of the Aztec **Empire**. Locate Mexico City on the map.

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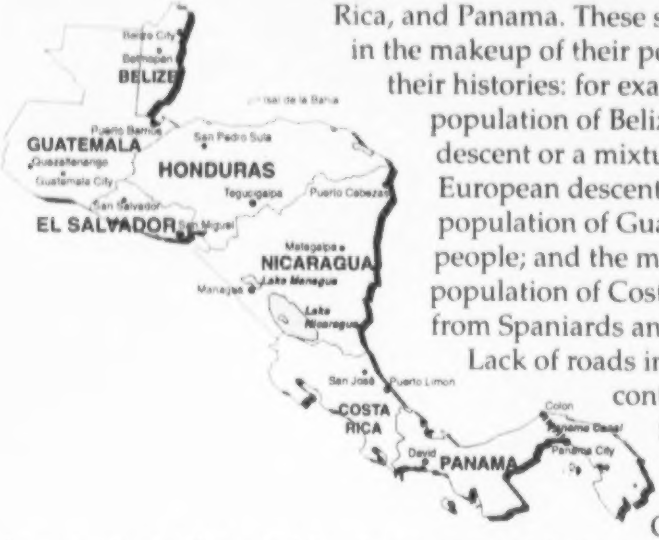
Today Mexico is a blend of Spanish culture and the culture of the **Native** people. Many people still speak Native languages as well as Spanish. The way people dress, the foods they eat and how they prepare them, their buildings, and their art all reflect the dynamic blending of the culture of the Europeans and the culture of the Native people.

Large reserves of oil and natural gas have been discovered along the Bay of Campeche and along the Gulf coast between Veracruz and Tampico. Locate these areas on the map.

A Cuna Village and Its People

Preview: Central America

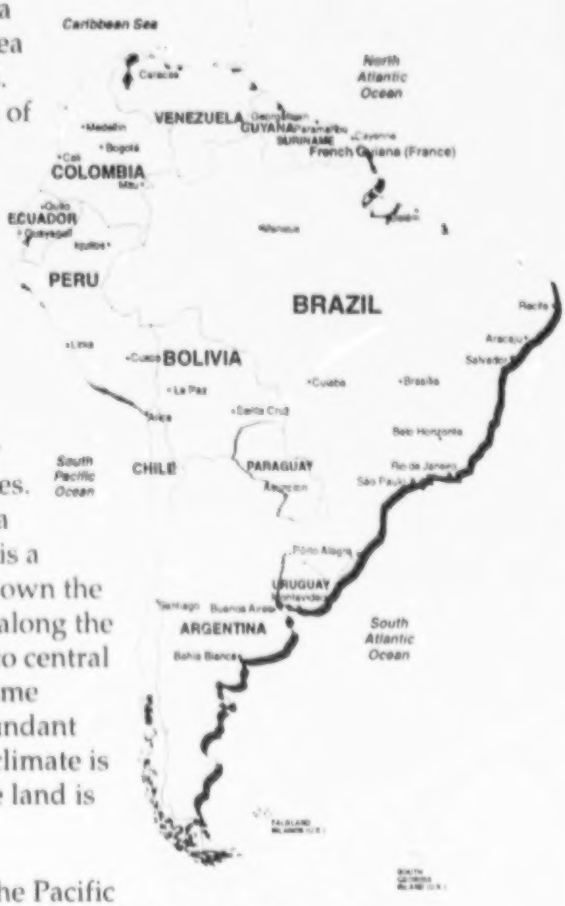
At the southern tip of Mexico begins a thin strip of land that is often called *Central America*. Central America includes the countries of Guatemala, Belize, El Salvador, Honduras, Nicaragua, Costa Rica, and Panama. These small countries differ in the makeup of their populations based on their histories: for example, nearly half the population of Belize is of African descent or a mixture of African and European descent; nearly half of the population of Guatemala is Native people; and the majority of the population of Costa Rica is descended from Spaniards and other Europeans. Lack of roads in Central America has contributed to the isolation of different populations.


Belize City
Belmopan
BELIZE
Isal de la Bahia
Puerto Barrios
GUATEMALA
Quezaltenango
Guatemala City
San Salvador
EL SALVADOR
San Miguel
San Pedro Sula
HONDURAS
Tegucigalpa
Puerto Cabezas
Matagalpa
NICARAGUA
Lake Managua
Managua
Lake Nicaragua
San José
Puerto Limon
COSTA RICA
Colon
Panama Canal
Panama City
David
PANAMA

On a map Central America looks like a bridge that connects Mexico to South America. A thin strip of land such as Central America that connects two larger land areas is called an *isthmus*.

Preview: South America

At the southern tip of this isthmus begins South America. South America is made up of 12 independent countries and the colonial territory of French Guinea. Brazil is the largest country in Latin America and has about the same land area as the continental United States. Most of South America is south of the Equator. Therefore, the seasons in South America are the opposite of those in the United States. When it is winter in the United States, it is summer in most of South America.


Caribbean Sea
North Atlantic Ocean
Caracas
VENEZUELA
GUYANA
SURINAME
Cayenne
French Guiana (France)
Medellin
Bogotá
Cali
COLOMBIA
Quito
ECUADOR
Guayaquil
Iquitos
PERU
BRAZIL
Recife
Aracaju
Salvador
Lima
Cuzco
BOLIVIA
La Paz
Cuiaba
Brasilia
Arica
Santa Cruz
Belo Horizonte
South Pacific Ocean
CHILE
PARAGUAY
Rio de Janeiro
São Paulo
Asuncion
Pôrto Alegre
URUGUAY
Montevideo
Santiago
Buenos Aires
ARGENTINA
Bahia Blanca
South Atlantic Ocean

If you traveled through South America, you would find many different landscapes and climates. You might begin in the Atacama Desert in northern Chile. Chile is a narrow country that stretches down the western side of South America along the Pacific Ocean. Traveling south to central Chile, you would find some prime farmland with rich soil and abundant rainfall. In southern Chile, the climate is cold and rainy, and much of the land is forest.

Traveling east and away from the Pacific Ocean, you would have to cross the Andes Mountains and would experience very cold and harsh weather. Of course, traveling over the mountains on foot is a difficult and dangerous trek. Descending the mountains, you would cross into southern Argentina and enter the Patagonian **Plateau**, a high, level area of land. If you then turned northward, you would descend onto grassy plains called the *Pampas*. They are the home of the Latin American "cowboys," called *Gauchos*. The Pampas are similar to the Great Plains of the United States. Continuing north, you would eventually come to a tropical rainforest in the Amazon

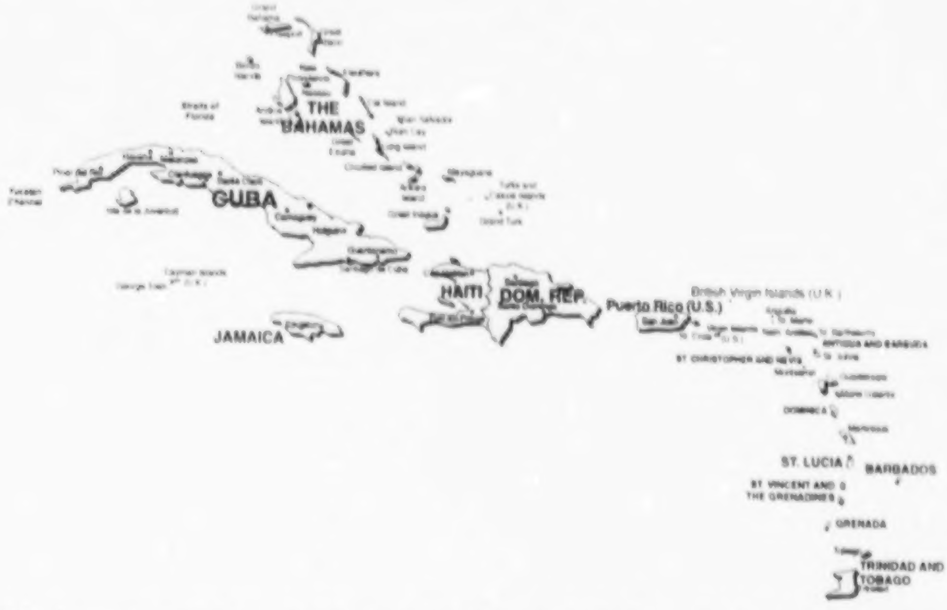
COPY AVAILABLE

In the hot, sticky, and wet rainforest there lives an incredible variety of animals, insects, and plants under a great canopy of trees. For centuries, long before the arrival of Europeans, groups of various Native people learned to live successfully in this difficult climate. From the rainforest you could float east along the Amazon River and into the Atlantic Ocean.

Most of people in South America are poor. Many survive by growing only enough food for their families. They have no crops left over to sell. This practice is called ***subsistence farming***. As is the case in many parts of Latin America, a small percentage of the people in South America own most of the land and natural resources.

Preview: The Caribbean Islands

Between Florida and Venezuela is a chain of islands called the *Caribbean Islands*. These islands lie between the Caribbean Sea to the west and the Atlantic Ocean to the east. Some of these islands are the tops of underwater mountains; others are formed from coral reefs. Unlike those in the rest of Latin American, the mountains in the Caribbean Islands are not high enough above sea level to have a cold climate.


THE BAHAMAS
CUBA
JAMAICA
HAITI
DOM. REP.
Puerto Rico (U.S.)
British Virgin Islands (U.K.)
ANTIGUA AND BARBUDA
ST. CHRISTOPHER AND NEVIS
DOMINICA
ST. LUCIA
BARBADOS
ST. VINCENT AND THE GRENADINES
GRENADA
TRINIDAD AND TOBAGO

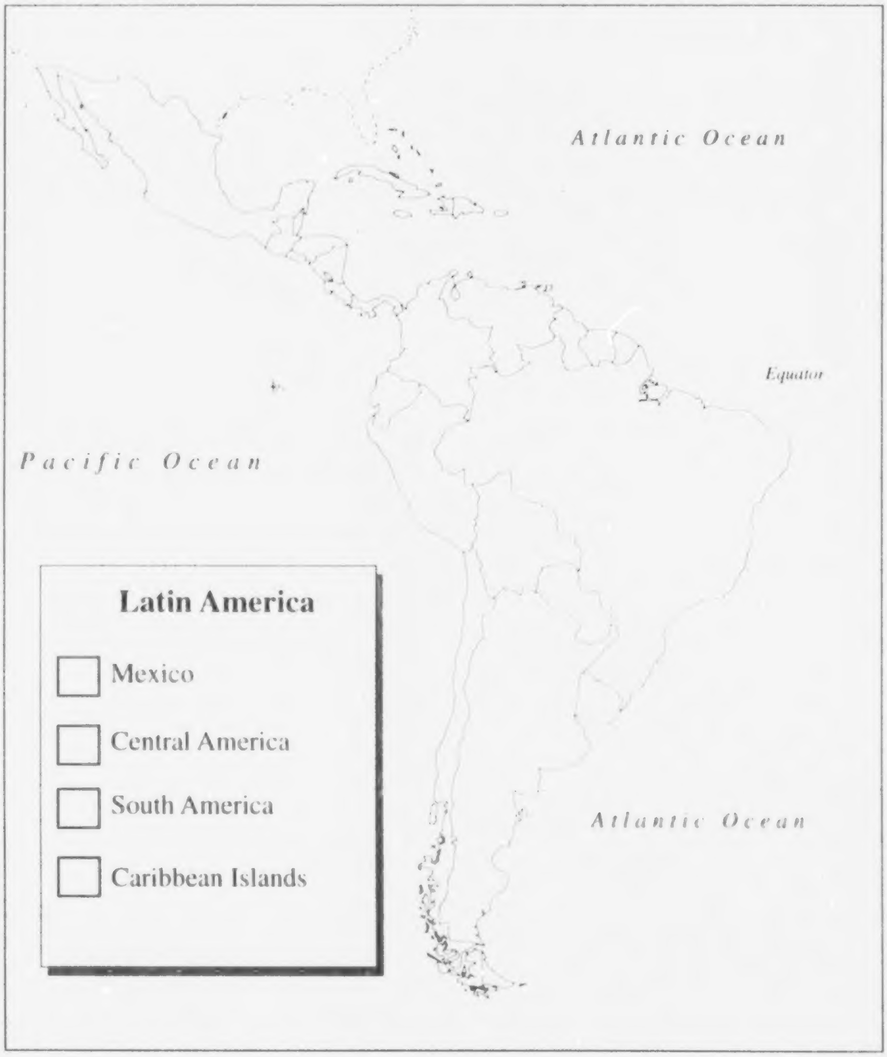
The largest country in the Caribbean Islands is Cuba, which has about the same land area as Louisiana. The second largest island is Hispaniola. It contains two nations, Haiti and the Dominican Republic. However, most of the countries in the Caribbean are tiny islands. On a typical map of the world they look like small dots.

The Caribbean is the most densely populated part of the western hemisphere. Its original inhabitants, the Carib and Arawak Native people, died shortly after the arrival of the Europeans from disease and hard labor. They were replaced as laborers by slaves brought from Africa. Today many of their descendants are farmers trying to support their families on small plots of land. As forests have been cleared to raise crops, the soil has eroded, making farming even more difficult. Haiti, for example, is nearly completely deforested and people are unable to grow enough food to support themselves. Their natural beauty and vibrant culture has made many Caribbean Islands popular tourist spots, but poverty, malnutrition, and illiteracy are still the fate of many of the people.

Record

Mapping

Identify each of the lands of Latin America shown below with a different color. Color each area and complete the legend.

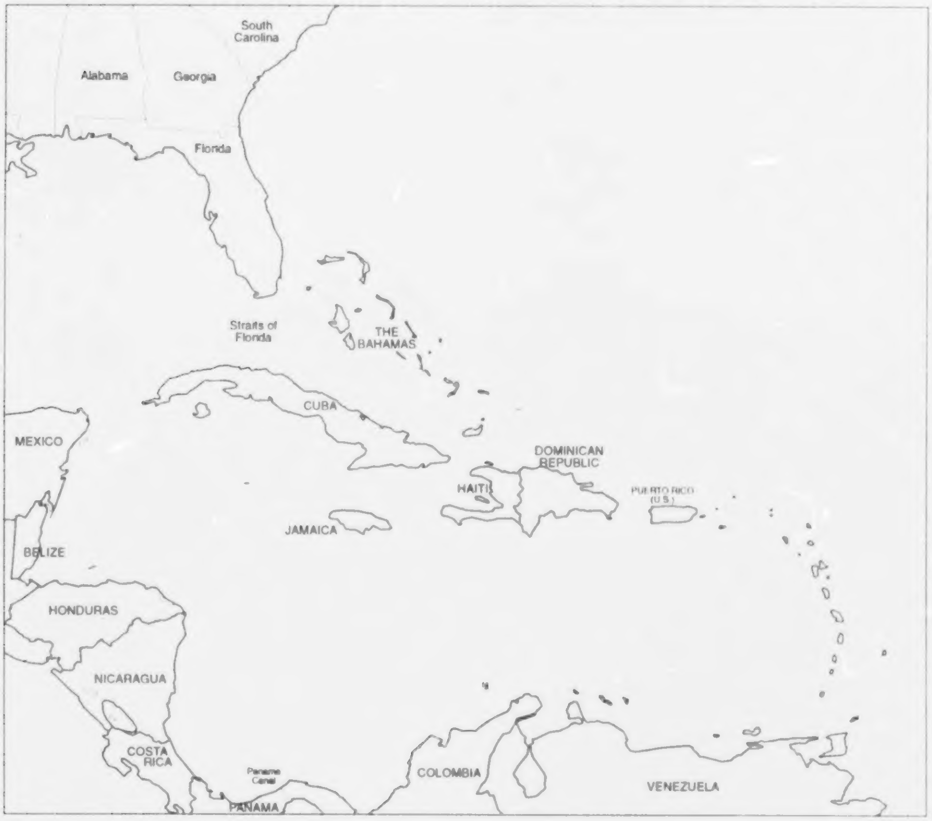

Atlantic Ocean
Equator
Pacific Ocean
Atlantic Ocean
Latin America
☐ Mexico
☐ Central America
☐ South America
☐ Caribbean Islands

Record

Mapping

Label the following places on the map below.

Central America
Pacific Ocean
Atlantic Ocean
Gulf of Mexico
Caribbean Islands
Caribbean Sea


South Carolina
Alabama
Georgia
Florida
Straits of Florida
THE BAHAMAS
CUBA
MEXICO
DOMINICAN REPUBLIC
HAITI
PUERTO RICO (U.S.)
JAMAICA
BELIZE
HONDURAS
NICARAGUA
COSTA RICA
Panama Canal
PANAMA
COLOMBIA
VENEZUELA

Record

Identification

Each phrase below describes one or more of the regions in Latin America. Use the key to label each phrase according to the place it describes. Write the correct letter(s) on each line.

Mexico **(M)**; Central America **(C)**; South America **(S)**; Caribbean Islands **(I)**

________ 1. western hemisphere

________ 2. isthmus

________ 3. made up of 12 countries

________ 4. made up of seven countries

________ 5. a group of islands

________ 6. crossed by the Equator

________ 7. borders the U.S.

________ 8. location of Amazon River

________ 9. south of Central America

________ 10. bordered by Pacific Ocean

________ 11. rainforests

________ 12. wide range of climates

________ 13. high mountain ranges

________ 14. bordered by Atlantic Ocean

________ 15. Cuba

Record

Short Answer

Refer to **Read** *or use an atlas to answer each question below.*

1. Is Latin America east or west of the prime meridian? __________

2. What continent is crossed by the Equator? __________________

3. Are the lands of Mexico, Central America, and the Caribbean Islands located in the northern or southern hemisphere?

   ____

4. In which hemisphere is most of South America located?

   ____

5. What body of water borders Central America on the east? ______

   ____

6. What body of water borders Mexico on the east?

   ____

7. Which Caribbean Island is divided into two countries?

   ____

8. Are Central America and the Caribbean Islands located in the high, middle, or low latitudes?

   ____

9. Latin America extends almost to what frozen land near the South Pole?

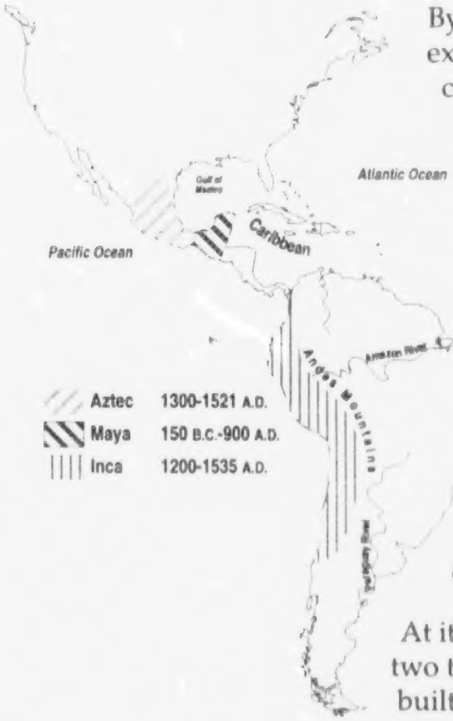
10. Why are so many different climate and landscape regions found in Latin America?

Read

History of Latin America: From Colonialism to Independence

Scientists believe that the first humans arrived in the western hemisphere from Asia between 15,000 and 30,000 years ago. During this time Asia and North America were connected by a land bridge. Today these two continents are separated by the **Bering Strait.** These early people were hunters who moved along with the animals they hunted for food. Over thousands of years their descendants gradually **migrated**, or traveled, into the region that is presently called *Latin America*. By 8,000 years ago people had reached the tip of South America. Europeans referred to North and South America, and their nearby islands as the *New World* after they were encountered by explorers in the late 15th and 16th centuries.

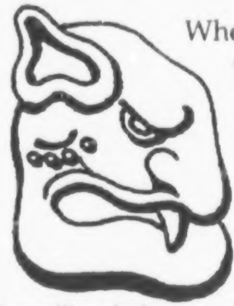
Native People Empires: The Maya, Aztec, and Inca



By the time Europeans began exploring the New World in the 16th century, two great empires were flourishing—the **Aztec** in the valley of Mexico and the **Inca** in the Central Andes. The **Maya** civilization in the lowlands of Honduras, Guatemala, Belize, and the Yucatán Peninsula had reached its peak between the 4th and the 10th centuries and then mysteriously declined. Maybe one day you will become an archeologist and help other scientists answer the question of why this great empire abruptly disappeared.

At its peak the Maya Empire controlled two to three million people. The Maya built huge pyramids and palaces and developed a system of writing called *hieroglyphics*. The Mayan language is still spoken in this region today by the descendants of the ancient Maya.

The Aztec shared some of the traits of the Maya. They also built pyramids and palaces and were skilled artisans and mathematicians, but their culture was based on warfare and conquest. They killed war captives in ceremonies of sacrifice to the sun god.



Mayan Hieroglyph of Jaguar

When the Spaniard Hernando Cortez, his soldiers, and their horses arrived on the coast of Mexico in 1519, groups under Aztec control joined forces with him against the Aztec. Thousands of years before, horses had become extinct in the New World. The Aztec thought Cortez, a red-haired white man mounted on a horse, was their god Quetzalcóatl. According to Aztec legend, Quetzalcóatl had taught the Aztec many of their arts and crafts. He then sailed off across the Gulf of Mexico, promising one day to return. The Aztec welcomed Cortez into their capital city of Tenochtitlán. Cortez, with the help of his new Native people allies, was able to defeat the Aztec.

In 1532, rumors of gold and other great riches motivated another Spaniard, named Francisco Pizarro, to conquer the Inca Empire. The Inca controlled more than 3.5 million people and their territory extended along the Andes for 2,000 miles. The Inca were skilled agriculturalists. They grew more than 60 species of plants on the steep mountainsides. They irrigated their land with a huge and complex system of canals and ditches. Each of these great empires had a system of government and religious beliefs. Trade and commerce took place among the empires.

Remains of once-great cultures can still be seen in Latin America. Roads through the Andes still follow the paths laid out by the Inca. If you visit Mexico City, you can climb the pyramid of the sun and see the calendar stone where the Aztec sacrificed slaves and war captives to the sun god. You can visit Mayan temples and pyramids hidden in the jungles of the Yucatán, Belize, Guatemala, and Honduras. You can visit the ancient Inca city of Machu Picchu high in the Andes. Machu Picchu was forgotten for more than 400 years after the Spanish conquest. In 1911 it was rediscovered by an American explorer.

European Exploration: The Colonization of Latin America

During the early period of European exploration, both Spain and Portugal claimed what is now Latin America. In 1494, a treaty divided the lands between the two countries. Portugal received a large triangle of South America that included present-day Brazil.

The remainder was given to the Spanish, who called it *New Spain*. New Spain was divided into **viceroyalties**, or governments ruled by the king of Spain. The leader of each viceroyalty was appointed by the king.

Spanish and Portuguese colonists settled in these lands. The result is that most of Mexico and Central and South America share a common Latin culture. While many languages are spoken throughout the region, Spanish is spoken by most of the people. In Brazil, however, Portuguese is the major language.

The Spanish and Portuguese colonists believed that all people should practice their religion: Roman Catholicism. One of their goals was to convert, or change, the Native people to the Catholic religion. Many who resisted were killed. Other Natives were enslaved by the Europeans and forced to convert. Today, most people in Latin America practice the Roman Catholic religion.

Other European nations also claimed islands in the Caribbean and along the northern coast of South America. The Dutch, French, and English established colonies and developed **plantations** and businesses. As a result, languages other than Spanish are spoken in some of the Caribbean countries. A variety of religious beliefs also are practiced on these islands.

The Spanish forced the Native people to work for them on plantations and in gold and silver mines. The cruel treatment caused thousands to die. Many thousands more died from diseases brought to New Spain by the Europeans. Native people in both North and South America had no resistance to diseases originating in Europe and Africa. Descendants of the surviving Native people still live in Latin America. Those who live in rural areas have their own culture and speak the original language. Today, most descendants are very poor farmers. Native people in the rainforests were more isolated. Some had no contact with the outside world until the 20th century.

After many of the Native people died, the Europeans brought African slaves to work on the land and in the mines. The Africans were treated as harshly as the Native people. Many of them also died, but many more survived. The Africans brought their own cultures to the New World, adding rich new ways of life to the culture of Latin America.

Intermarriage among the three major groups—Native people, Europeans, and Africans—has produced many people of mixed background. People who are part Native people and part European are called ***mestizos***. ***Mulattos*** are of mixed African and European background.

Rebellion: The People Gain Independence

Under Spanish rule, the Latin American people were badly mistreated. Finally, they **rebelled**, or fought, against Spain and the other European rulers. In the 19th century, their revolution led to their independence.

The people began to establish new governments and drew political boundaries for their countries. Gradually, many independent nations emerged in Latin America. In the 20th century, the governments have experienced serious problems. They often have been ruled by dictators and military strongmen who continued to mistreat the citizens. This has led to frequent conflicts which resulted in hardships and death for many Latin America citizens. In an effort to escape these problems, thousands of Latin Americans migrated north to the United States. Latin Americans continue struggling to establish **democracies** and gain the right to elect their governments.

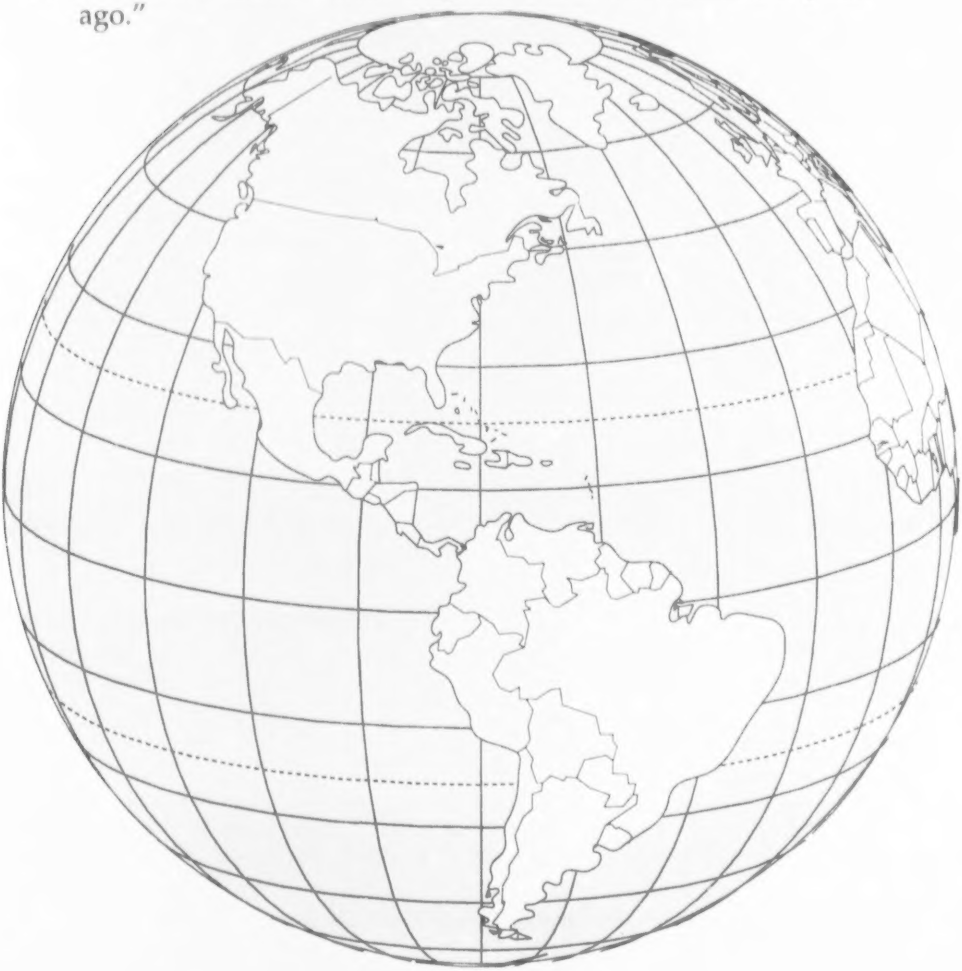
Record

Mapping

Follow the directions below to show the origin of the earliest inhabitants of Latin America.

1. Trace the migration of people from Asia across the Bering Strait land bridge to Latin America. Draw a line of arrows from the Bering Strait through the United States to Mexico, Central America, and South America.

2. Above the arrows write: "Migration Route, 15,000–30,000 years ago."



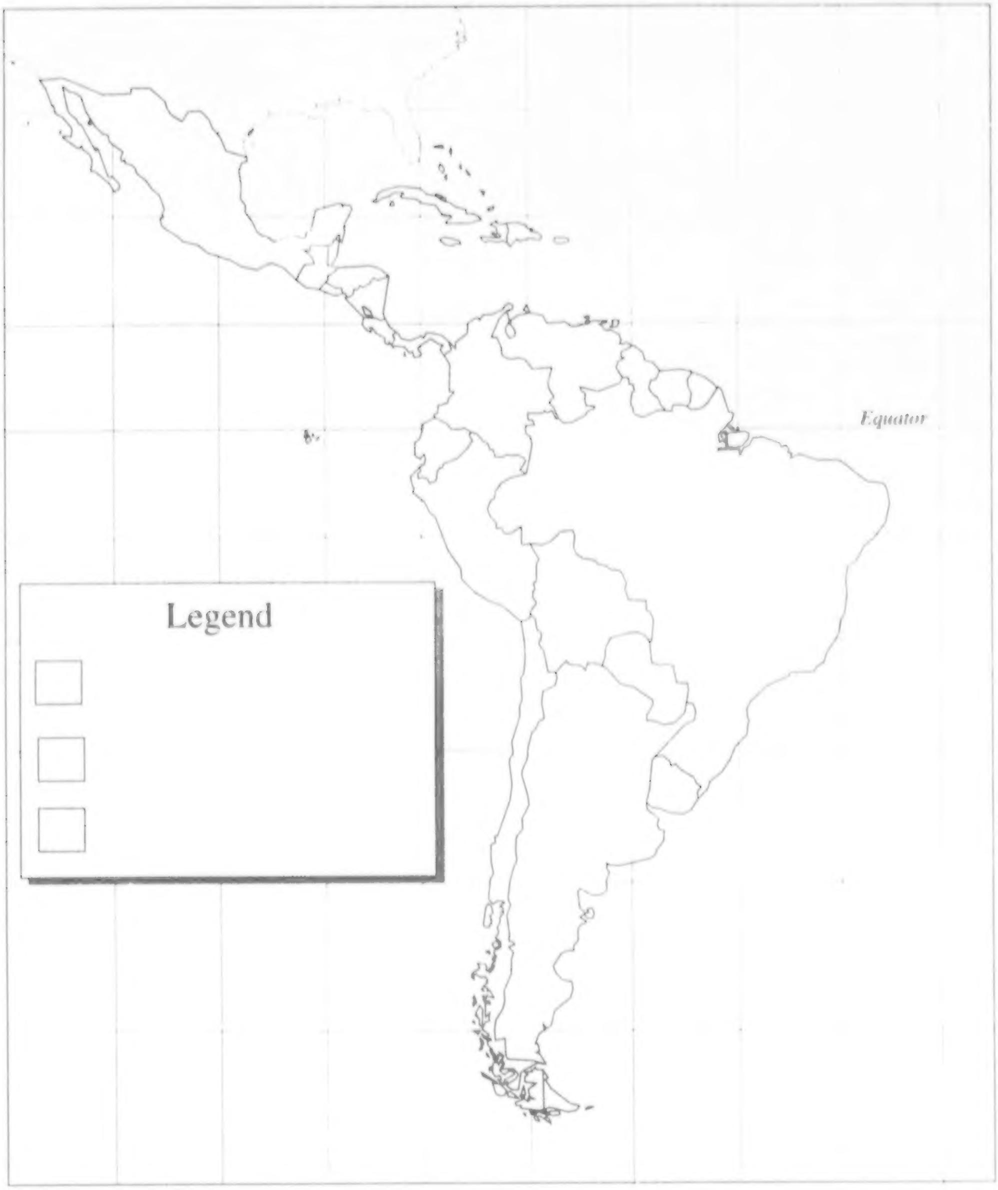
Record

Mapping

Follow the directions below to show the great ancient empires in the New World on the map on the next page.

1. Find Mexico City. The Aztec Empire was centered around present-day Mexico City. Write the letter "A" across the city.
2. Find the Yucatán Peninsula. This was the center of the Mayan Empire. Write the letter "M" on the Yucatán Peninsula.
3. The Inca ruled along the Andes Mountains from Ecuador to Chile. Label this area with an "I." The center of their civilization was in the southern highlands of Peru.
4. Refer to the map on p. 17 for the range of each civilization. Color the range of the Aztec red; the range of the Maya yellow; and the range of the Inca purple.
5. Make a legend for the map. Beside each letter, write the name of the civilization and show the color code.

Great Ancient Empires in the New World


Equator
Legend
☐
☐
☐

Record

Short Answer

Refer to **Read** *to answer each question below with a short answer.*

1. What are three achievements of the early empires of the Native people?

2. Why and when did the Aztec Empire come to an end?

3. What are three of the languages spoken in Latin America today?

4. What reasons can you give to explain why Latin Americans speak these languages?

5. What are three other ways European colonization affected the people of Latin America?

Read

Physical Geography of Latin America

Mexico, Central America, South America, and the Caribbean Islands each has its own distinctive physical geography. Looking at Mexico from high above the earth, we'd see a high flat land bordered by mountains. The mountains slope steeply downward to sea level and the Gulf of Mexico on the east and the Gulf of California on the west. A thin strip of mountainous land called *Baja California* that is part of Mexico juts to the west of the Gulf of California.

From high above the earth, Central America looks more like a fragile bridge connecting Mexico and South America than a heavily populated group of countries. Similar to Mexico, this area is hilly and mountainous towards its center and level along its coasts. The Caribbean Sea lies to its east and the Pacific Ocean to its west.

Most of the islands in the Caribbean are so small that they could not be seen from space. Many of the islands have areas of highlands, but they also contain dry plains and tropical rainforests. Cuba, the largest of the Caribbean islands, is located only 90 miles south of Florida. Its moderate temperature and rainfall enable its farmers to grow large amounts of sugarcane.

A River in the Rainforest of Ecuador

From space, South America looks like a bowl. In fact, South America has been called the *hollow continent*. Low plains and the Amazon basin of the interior are ringed by highlands along much of the coastline. The Andes Mountains extend south on the western portion of the continent, and the Brazilian and Guinea Highlands rise in the east.

Rainforest: Important to our Global Climate

Much of the land mass of Latin America is near the Equator. Here we find *tropical rainforests*. The climate is usually hot and humid, and rain falls on most days. The tropical rainforest climate extends from the Caribbean coast of southern Mexico, down through the Caribbean coast of Central America, and along the Pacific coast of Colombia and Ecuador. It is also found in the Amazon River Valley, a large area of land in northern Brazil, in Venezuela, and in the interior of Colombia, Peru, and Ecuador.

Rainforests also exist in the three small countries on the Atlantic Ocean—Guyana, Surinam, and French Guinea. The Caribbean Islands of Haiti, Santo Domingo, and Puerto Rico also have "tropical rainforest" climates.

The Amazon rainforest is the largest in the world. Unfortunately, it is quickly disappearing as farmers, ranchers, and logging companies burn and clear the land for farming, grazing, and timber. The loss of rainforests, however, may turn out to be quite costly to people all over the world. Some scientists believe that the loss of the Amazon rainforest will mean a change in our global climate. They believe that without the forest removing carbon dioxide from the air and replacing it with oxygen, our climate will become warmer and drier. This would harm vegetation, in particular. The rainforest is also home to many thousands of Native people, whose ways of life are being destroyed along with the forests.

Many scientists also believe plants in the Amazon rainforest may be used to cure some of our most devastating diseases, such as cancer and AIDS. Although many individuals and organizations have voiced concern, the rainforest continues to disappear.

Vertical Climates: Lower and Warmer; Higher and Cooler

Not all of the area near the Equator has a tropical climate. Some areas that border the rainforest have freezing temperatures and dry air. To the north of the rainforest in Mexico are mountain ranges which surround the Mexican Plateau. The range to the west of the Mexican Plateau is called the *Sierra Madre Occidental*. (Occidental means "the West.") To the east is the *Sierra Madre Oriental*. (Oriental means "the East.") These mountain regions are dry and cold.

Students Wait to Cross the Footbridge into the Town of La Quema in the Foothills of the Sierra Madre Occidental.

A section of the Andes Mountains forms a westerly border to South America's Amazon rainforest. The mountain and plateau areas have a *vertical climate*: the higher the elevation, the colder the weather. Consequently, you could be standing on the Equator as it crosses the Andes Mountains and find yourself surrounded by snow and ice.

The Savannas: Tropical Grasslands

To the north and south of the rainforest in South America, and to the west of the rainforest in Central America and Mexico, are the savannas. The savannas are tropical grasslands, where the weather is either very rainy or very dry. This climate creates difficult conditions—the savannas are not densely populated.

Much of the area just south of Brazil's rainforest is savanna. In the past, this area was inhabited mostly by Native people. The Brazilian government has begun a huge project to populate and industrialize this section of the country.

Humid Subtropical: The Comfort Zone

South of the savannas in South America, in southern Brazil, Uruguay, and eastern Argentina, there is a climate of warm summers and mild winters. This climate is called *humid subtropical*. This climate has attracted many people.

The Andes Mountains: The Rain Stops Here!

The Andes Mountains greatly influence the weather in South America. Winds blowing west across the Atlantic Ocean carry rain to the islands in the Caribbean and northern part of South America. However, as these winds are forced upward by the Andes Mountains, they cool and empty their rain on the eastern side of the mountains. This leaves northern Chile and Peru with little rainfall.

The Volcanic Mountains of Bolivia in the Distance

In the southern part of South America, the winds blow in the opposite direction. Rain-carrying winds from the southwest blow east. They empty their rains on the western side of the Andes Mountain. Therefore, the southern part of Chile receives much rain. Western Argentina, which begins on the other side of the mountain, stays dry and treeless.

The Influence of Physical Geography on the Latin American People

Farming and raising livestock are important economic activities throughout Latin America. Vegetable and tropical fruits are grown year-round in the warm temperatures of the tropics. The large plains, or savannas, of northern and central South America are excellent for cattle ranching. Highly populated urban centers have been built in the cool climates of the highlands and near the coastlines.

Some climate regions are not good for either large-scale **agriculture** or the development of cities. For example, few people live high up in the snow-covered regions of the Andes Mountains because of the harsh climate. Both the Andes and the Sierra Madre block moist winds from reaching land in Mexico and western South America. As a result, lands on the other side of these mountains are deserts and have little precipitation and poor soil for growing crops. The Amazon River basin is a tropical rainforest. Its soil also is poor for large-scale agriculture, and the hot, wet weather is a breeding ground for tropical diseases.

Woman Serving Coffee—One of the Exports of the Cooler Climate of Bolivia

People have adapted to all of the climate regions of Latin America, but the greatest concentrations of people are in the higher elevations which have cooler climates and along the coasts.

Record

Mapping

Use an atlas to make a physical or relief map of South America by following the instructions below.

1. Locate and color code the land elevations on the map on the next page.

Land Elevations	Color Code
Mountains	Dark Brown
Plateau	Yellow
Lowland or plains	Green

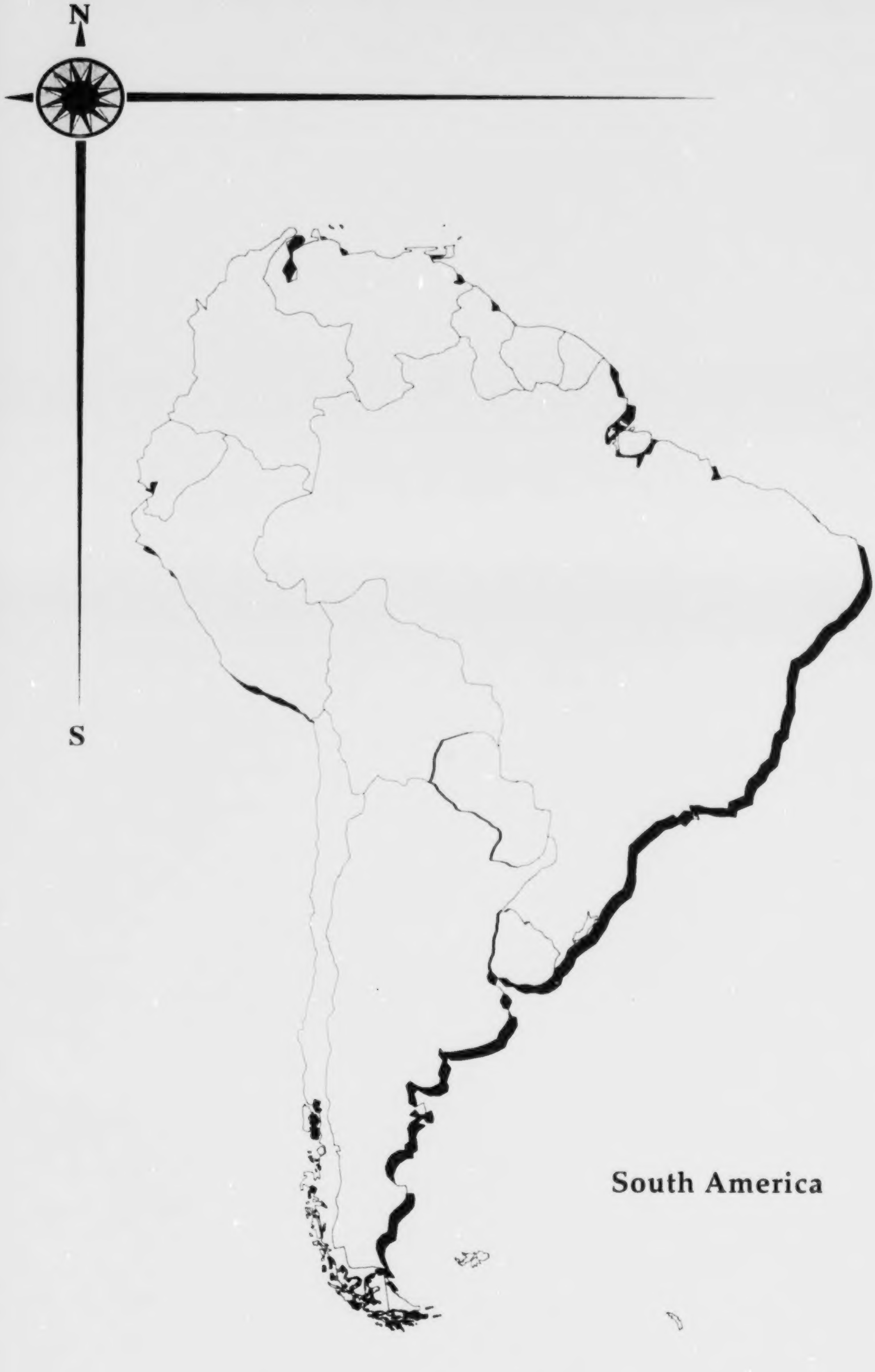
2. Draw and label these features on the map.

Important Landforms

Andes Mountains
Atacama Desert
Guinea Highlands
Brazilian Highlands

Important Water Bodies

Atlantic Ocean
Pacific Ocean
Caribbean Sea
Amazon River
Lake Titicaca
Paraná River
Orinoco River
Strait of Magellan
Rio Grande



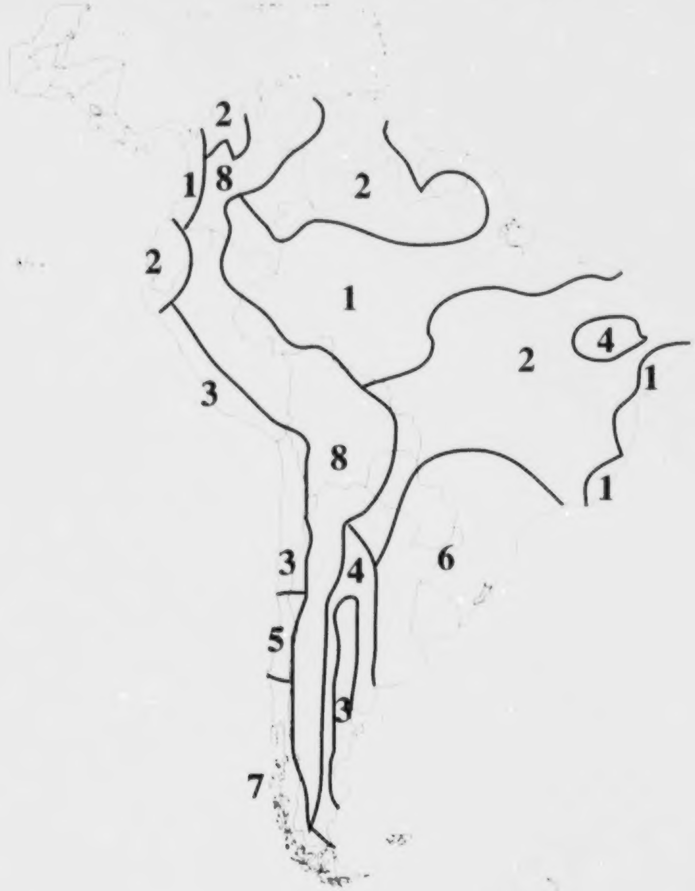
South America

Record

Mapping

Complete the climate map below. Use the code provided to color the climate regions.

No.	Climate	Color Code
1	Tropical rainforest	dark green
2	Savanna	brown
3	Desert	orange
4	Steppe	yellow
5	Mediterranean	light brown
6	Humid subtropical	yellow-green
7	Marine	light blue
8	Vertical	pink



Record

Agree or Disagree

Write **agree** *or* **disagree**. *Refer to all of the maps of Latin America.*

________ 1. All of the areas of Latin America are hot and wet.

________ 2. Tropical grasslands, or savannas, are found north and south of the rainforest.

________ 3. There are no deserts in Latin America.

________ 4. The region of the Andes Mountains has a vertical climate.

________ 5. Cuba lies near the Tropic of Cancer; therefore, Cuba experiences very cold temperatures.

________ 6. The Amazon River empties eastward into the Atlantic Ocean.

________ 7. The Panama Canal connects the Atlantic and Pacific oceans.

________ 8. When it is winter in Mexico, it is summer in Argentina.

________ 9. The relative location of the United States is south of Latin America.

________ 10. The cooler regions along the coasts of South America are more densely populated than the extreme climate regions in the interior.

Record

Mapping

Refer to an atlas or a world map. Follow the directions below to make a political map of Latin America on the next page.

A political map shows boundaries between nations.
It also shows where cities are located.

1. Label Mexico. Mexico forms a southern border of the United States.

2. Find the countries of Central America listed below. Label each on the map.

   Belize
   El Salvador
   Guatemala
   Nicaragua
   Panama
   Honduras
   Costa Rica

3. Find the countries in the Caribbean Islands listed below. Label each on the map.

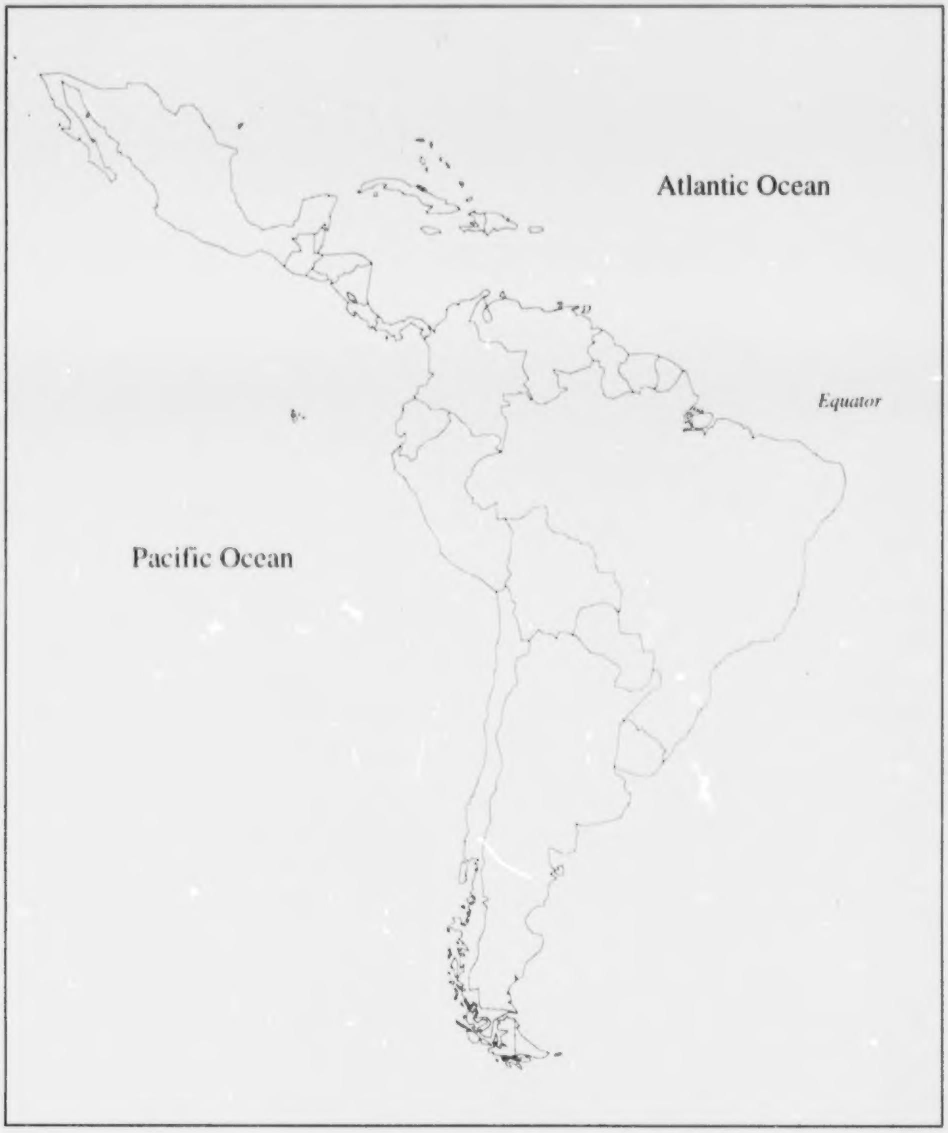
   Cuba
   Haiti
   Jamaica
   Dominican Republic
   Puerto Rico

   Label the smaller islands of the Caribbean as the "Lesser Antilles."

4. Find the countries of South America listed below. Label each on the map.

   Venezuela
   Brazil
   Chile
   Paraguay
   Colombia
   Peru
   Argentina
   Guyana
   French Guinea
   Ecuador
   Bolivia
   Uruguay
   Surinam

Latin America


Atlantic Ocean
Equator
Pacific Ocean

Record

Mapping

Use an atlas to complete the chart below. Write in the capital city of each country. Use the approximate coordinates to find the capital city. The first one has been completed for you.

Capitals and Their Coordinates

Mexico and Central America		**Capital**
Mexico	20°N/98°W	Mexico City
Belize	10°N/89°W	
Guatemala	15°N/91°W	
El Salvador	14°N/89°W	
Honduras	14°N/87°W	
Nicaragua	13°N/86°W	
Costa Rica	12°N/84°W	
Panama	11°N/80°W	
Caribbean Countries		
Cuba	21½°N/84°W	
Jamaica	18°N/75°W	
Haiti	18½°N/73°W	
Dominican Republic	18°N/70°W	
Puerto Rico	18°N/66°W	
South America		
Colombia	4°N/75°W	
Venezuela	9°N/67°W	
Ecuador	0°N/79°W	
Brazil	18°S/50°W	
Peru	15°S/77°W	
Chile	33°S/70°W	
Argentina	35°S/59°W	
Bolivia	18°S/68°W	
Urguay	35°S/55°W	
Paraguay	25°S/59°W	

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Record

Multiple Choice

Use a map of Latin America and circle each correct answer.

1. Most of South America is located __________ .

   a. north of the Equator
   b. south of the Equator
   c. west of the Equator

2. South America is __________ of the prime meridian.

   a. east
   b. west
   c. north

3. South America crosses the __________ latitudes.

   a. high and low
   b. middle and high
   c. low and middle

4. The __________ Ocean forms the eastern boundary of South America.

   a. Pacific
   b. Atlantic
   c. Indian

5. All of the following countries are landlocked *except* __________ .

   a. Bolivia
   b. Paraguay
   c. Brazil

6. __________ are located entirely in the northern hemisphere.

   a. Mexico and Central America
   b. Caribbean countries
   c. both a. and b.

7. The capital city that lies nearest the Tropic of Cancer is __________ .

   a. Brasília, Brazil
   b. Havana, Cuba
   c. Mexico City, Mexico

8. __________ is located nearest the Equator.

   a. Santiago, Chile
   b. San José, Costa Rica
   c. Quito, Ecuador

9. All of the following countries are located on an archipelago *except* __________ .

   a. Lima, Peru
   b. Kingston, Jamaica
   c. San Juan, Puerto Rico

10. The country of Panama is located on a(n) __________ .

   a. strait
   b. isthmus
   c. island

Read

Economic Geography of Latin America

The lands of Latin America are rich in natural resources and produce abundant crops. Fruits, minerals, oil and gas, coffee, timber, and cattle are some of the most plentiful and valuable resources in the region. These goods are in great demand and are **exported**, or shipped, to countries all over the world. In turn, Latin America **imports**, or brings in, **capital resources** and modern technology. Businesses in Latin America use these imports to industrialize and produce more goods.

Latin American Economies: Farming, Mining, Manufacturing, and Tourism

The most developed and financially successful businesses in Latin America are agriculture and mining.

Commercial Agriculture. A plantation is a large farm on which one chief crop is grown for export. Usually, it is owned by a single family or a large corporation. Latin American plantations grow coffee, bananas and other fruits, sugarcane, corn, wheat, soybeans, cotton, and cacao beans, from which chocolate is made. Most of these plantations are found in the Caribbean Islands and in Brazil.

The landowners are usually wealthy. Most of the people who do the actual farming do not own any land and make very little money for their labor. Some small farmers do own land. However, their land is usually not fertile and they are too poor to buy fertilizer. Argentina and Uruguay use much of their fertile land to raise cattle and sheep, and grow wheat. Fish are plentiful, particularly in the cool waters off the coast of Peru. Logging is most evident in the rainforests of Central America and Brazil.

Gold and Silver Bars from Bolivia

Mining. Copper, tin, and steel alloys are mined in the Andes Mountains and in the mountains of Mexico. Gold, silver, and iron are mined in several countries, including Colombia and Peru. Venezuela and Mexico have large reserves of oil.

Large reserves of oil have also been discovered in Colombia and Brazil. Both countries have recently begun to make oil one of their major exports.

Textiles—an Important Export of Bolivia

Manufacturing. Most factories are located in the large urban areas of Latin America. The large city of São Paulo, Brazil, has some very modern factories that produce cars, machinery, chemicals, and medicine. Other factories in urban centers across Latin American produce such goods as shoes, electrical equipment, textiles, clothes, and steel.

Tourism. Tourism is also a major income producer in some Latin American countries. People from all over the world travel to the islands in the Caribbean for the beautiful beaches and moderate weather. Mention the Bahamas and most people will think of a vacation in paradise.

Distribution of Wealth: A Tale of the Few Rich and the Many Poor

Latin America is a region of economic contrasts. A small percentage of its people own most of the businesses and land. These wealthy people influence the governments and control most of the jobs. The largest number of people own no land or property and live in extreme poverty. In the past, most of the people lived in rural areas and made a living through subsistence farming. They produced only enough food for their families to survive. As a result, the average income has remained low.

The Migration to the Cities: Urban Crowding

In recent years, urban areas have experienced rapid growth. Rural farmers and farm workers migrated from the countryside to large cities in hopes of making a better living. Moving from poverty to a moderate income for most immigrants is slow or never happens. Because they lack education and skills, they are not qualified for the few available jobs. Malnutrition and disease make their lives even more difficult.

The migration to the cities has led to overpopulation and serious economic and environmental problems. Most of the large Latin American cities do not have adequate housing, food, or sanitation to accommodate migrants from the countryside. Consequently, many of the people in these cities live in shantytowns where the houses are made of crates or metals scavenged from a garbage dump.

Shantytown on Outskirts of Medellín, Colombia

Millions of people in the large urban areas are threatened by diseases and poor health. Mexico City (Mexico), Lima (Peru), and São Paulo and Rio de Janeiro (Brazil) each has more than 15 million people, most of whom can only hope for a better life. Still, rural people are attracted to the cities. Urban life is difficult, but it offers hope for education, health care, and jobs.

Record

Multiple Choice

Study the data below, then circle the letter of each correct answer in the statements that follow.

Three of the measures used to determine the standard of living in a nation are **per capita income, literacy rate**, and **life expectancy**. *Per capita income* is measured by taking the total income of a nation and dividing it by its population. The *literacy rate* is the percentage of a population that is able to read and write. *Life expectancy* is the average number of years to which most people in a nation will live. The higher the number in all three of these measures, the higher the standard of living in a nation.

The term *people per passenger car* is used as an additional measure of the standard of living and the economic development in a country. It refers to how many people there are for each automobile. For example, "one person per passenger car" would mean that every person had an automobile. However, "100 people per passenger car" would mean there are few automobiles available.

Comparing Populations

Region	Population in Millions	Land Area in Million Sq. Miles	Number of People Per Sq. Mile	Per Capita Incone	Life Expectancy	Literacy Rate	People Per Passenger Car
United States	230	3.6	64	$15,000	74	99	1.9
Latin America	370	8.8	42	$2,000	63	79	20.0

1. Compared to Latin America, the population and land area of the United States is ____________ .

   a. larger
   b. about the same
   c. smaller

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2. Compared with the United States, population density in Latin America is __________ .

   a. much lower
   b. about the same
   c. much higher

3. Compared with Latin America, life expectancy in the United States is __________ .

   a. much higher
   b. about the same
   c. much lower

4. People in Latin America earn __________ per year than people in the United States.

   a. about $2,000 less
   b. almost $8,000 less
   c. over $10,000 less

5. There are about __________ people per passenger cars in the United States than in Latin America.

   a. five times more
   b. 10 times more
   c. 50 times more

6. Compared to the United States, the standard of living of people in Latin America is __________ .

   a. much higher
   b. about the same
   c. much lower

Record

Mapping

Create symbols for the transportation systems listed below. Draw the symbols beside the system in the chart. The first one is already suggested for you. Then, use your symbols to complete the map on page 45. Follow the steps below very carefully.

System of Transportation	Symbol
Major Highways	▬
Railroads	
Airports	

A. Major Highways

Show major highway systems by connecting the stars and/or dots that represent the cities below. NOTE: *At some points your highways will overlap.*

1. Start at Caracas and move southward. Connect Bogotá, Quito, Lima, La Paz, and Asunción, in that order.
2. Connect Asunción to São Paulo; São Paulo to Brasília.
3. Now, begin at São Paulo. Connect São Paulo northward to Rio de Janeiro; then connect Rio de Janeiro to Recife.
4. Return to Lima. Connect Lima to Santiago. Connect Santiago eastward to Buenos Aires and Asunción.
5. Connect Asunción to Montevideo, Pôrto Alegre, and São Paulo.

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Although there are other roads, your map now shows the major highway systems in South America. Continue in the same way to show major railroads.

B. Major Railroads

Use your symbol for railroads and connect the cities listed below.

1. Connect La Paz to Santiago and Santiago to Buenos Aires.
2. Connect La Paz to São Paulo, Rio de Janeiro, and Recife.
3. Connect Rio de Janeiro to Brasília.

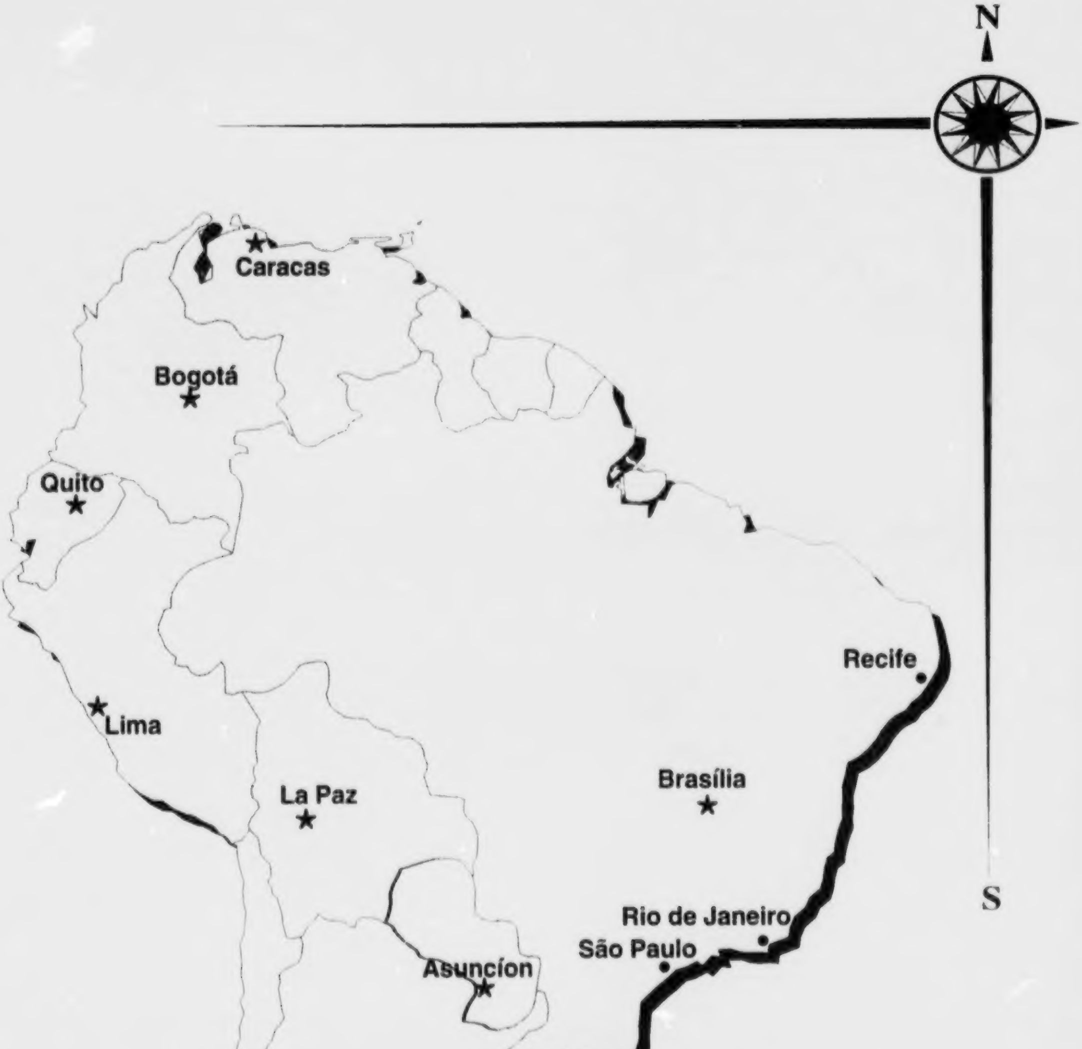
C. Major Airports

Use your symbol for airports to indicate an airport in each of the cities below.

Caracas
Bogotá
Santiago
Buenos Aires
São Paulo
Rio de Janeiro

D. Legend

Your finished map now shows major systems of transportation in South America. Draw your legend on the map on the next page.


N
S
Caracas
Bogotá
Quito
Lima
La Paz
Brasília
Recife
Rio de Janeiro
São Paulo
Asuncíon
Pôrto Alegre
Montevideo
Santiago
Buenos Aires

Record

Short Answer

Refer to maps of Latin America and to **Read** *to answer the questions below.*

1. What are the two most important things that can be moved across a transportation system?

   ____

2. Why would air travel be especially important on a continent or land area as large as South America?

   ____

3. What is the most direct route to travel by car from Caracas to Recife?

   ____

4. What mountain range must the highway between La Paz and Lima cross?

   ____

5. There are no highways or railroads connecting Caracas with Brasília. What large river basin would they have to cross in order to connect these cities?

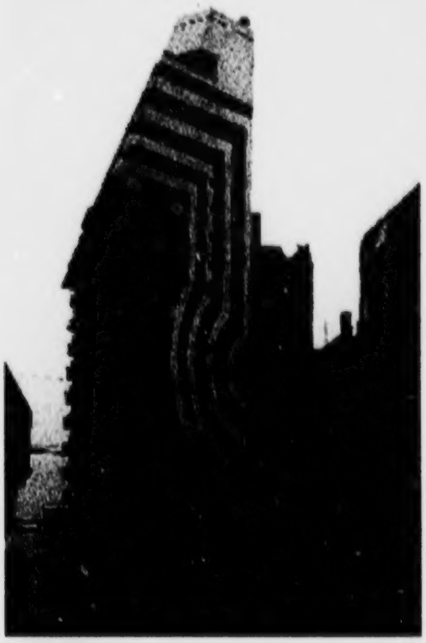
   ____

Read

A Closer Look: Mexico

Mexico has one of the larger populations and land areas in Latin America. Its economy is growing as the country has begun to industrialize. Both Canada and the United States have shown confidence in Mexico's economy by signing the North American Free Trade Agreement (NAFTA). NAFTA makes trade of agricultural products and manufactured goods easier and less expensive among these three nations. Some people think NAFTA will help all three countries by increasing trade and investments. Others think it will hurt American workers by lowering the costs of products from Mexico.

Mexico's official name is the United Mexican States. It is made up of 31 states and Mexico City. Similar to Washington, D.C., Mexico City is a Federal District that is also the capital city.



Hotel Zona Rosa in Zona Rosa, Mexico City

An Urban Country. Once a country of rural people, Mexico has changed into an urban country. Today almost one out of four Mexicans live in Mexico City and its suburbs. Mexico City is one of the fastest growing cities in the world. Mexico City and the surrounding area has more than 22 million inhabitants. Each year another 750,000 people move to this already overcrowded city. The country's second largest city, Guadalajara, has more than three million residents.

A Dry Climate. Mexico is similar to the western United States in a number of ways. It has two long mountain ranges—the Sierra Madre Occidental and the Sierra Madre Oriental—that flank a high plateau on the east and west. It is also a dry climate. The vast majority of Mexican land does not get enough rainfall to grow crops throughout the year. In the dry north, streams flowing down from the highlands are used for irrigation.

Unstable Economy. The mountains also provide Mexico with minerals. Its mineral supply has helped make Mexico one of the more industrialized nations in the region. Mexico's economy has become dependent on its oil deposits. Like many other nations dependent on income from oil, Mexico does well when oil prices are high, and it does poorly when the price of oil drops.

A Closer Look: Central America

The seven countries in this small strip of land are all small in area and population. The most populated—Guatemala—has about 10 million people. The least populated, Belize, has only 225,000 people.

Most of the people live in the highlands that run down the center of Central America like a broad spine. In the lower lands the climate is quite hot and tropical diseases are common. The elevation in the highlands provides a more moderate climate. The highlands are dotted with volcanoes. The surrounding soil is fertile.

The history of Central America is one of conflict. Devastating civil wars have been fought in Nicaragua, Guatemala, and El Salvador. Many Central American people have fled their countries to avoid execution or imprisonment by their government.

Costa Rica: The Exception of Central America

Costa Rica is quite different from the other nations in Central America It has no army and has had a democratic government for many years. No other country in Latin America has had a free government for as long.

The highlands that run down its center contain most of the country's population. Its Central Valley, however, is home to its capital city of San José. The Central Valley is also home to most of Costa Rica's coffee crop. Unlike most other capitals and large cities in Latin America, San José is not overcrowded and is not surrounded by shantytowns.

In the Poas Volcano National Park, the Poas Volcano Rises 2,704 Meters above Sea Level.

Costa Rica has Central America's highest standard of living. Coffee, bananas, beef, and sugar are exported. However, like oil, these goods can suddenly fall in price and leave this nation's economy weak. But even during weak economic times, Costa Rica's democratic government has not been threatened.

A Closer Look: South America

Geographers have divided South America into four regions based on physical and cultural characteristics: Caribbean South America, Andean South America, Mid-Latitude South America, and Brazil.

Caribbean South America: Northern Coastal Countries of South America

Pico Bolívar at 16,423 ft—The Highest Altitude inside the Venezuelan Territory

The countries of Caribbean South America lie along the northern coast of South America. They are the three countries known as the Guianas—French Guiana, Suriname, and Guyana—Venezuela, and Colombia. The Europeans turned much of the land in this part of Latin America into plantations soon after their arrival. Many African slaves and Asian laborers were brought to this area to work the plantations.

The Guianas have a small population and few natural resources. In contrast, Colombia and Venezuela have larger populations as well as oil deposits. Colombia's major exports also include coffee and coal.

Colombia is also one of the world's major exporters of cocaine, an illegal drug. In Colombia drug lords have bribed some government officials and killed others who refused to cooperate. Drug lords employ thousands of Colombians to work in the coca fields. (Cocaine comes from the coca plant.) They also hire chemists to process the drug, enforcers to "protect" their illegal industry, and people to transport the drug throughout the world.

N

S

Andean South America: The Western Countries of South America

South of Colombia and west of Brazil are Peru, Ecuador, Bolivia, and Paraguay. Bolivia and Paraguay are the only landlocked countries in South America. Peru and Ecuador lie along the Pacific coast.

The countries of Andean South America are the least urbanized of the Latin American countries. The majority of the people in these countries are descendants of the Native people. Today they survive mostly as subsistence farmers growing potatoes, barley, and corn, and grazing llamas, alpacas, cattle, and hogs. In Peru the wide gap between the poor farmers and the rich landowners has led to the formation of the Shining Path, a communist-inspired guerrilla movement.

This part of Latin America is not without resources. Bolivia in particular is rich in minerals, oil, and natural gas. In Ecuador, bananas for export are produced not only on plantations but on small farms owned by Blacks and mulattos.

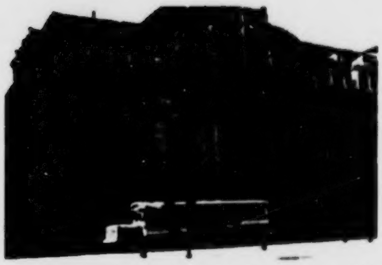
Mid-Latitude South America: The Southern Countries

Argentina, Chile, and Uruguay make up the Mid-Latitude South America. Argentina is by far the largest and most populated of the three. Argentina has a larger population than all other Latin American countries except Brazil. Most of its population live in the area called the *Pampas*. *Pampas* means "plains." It is a circular area that juts into the Atlantic Ocean and includes the capital city, Buenos Aires.

The Pampas provides grazing for livestock and land for crops, including wheat and alfalfa. The wheat is harvested as a cash crop. The alfalfa is left for livestock to graze on.

Chilean Farm and the Andes Mountains

Chile is a long narrow country. To its west is the Pacific Ocean and to its east lie the Andes Mountains. Most of its population live



A Government Building in Santiago, Chile

in the central section of the country, which includes its capital city, Santiago. In the north is the sparsely populated Atacama Desert. The southern part of Chile is mountainous and has few towns or people.

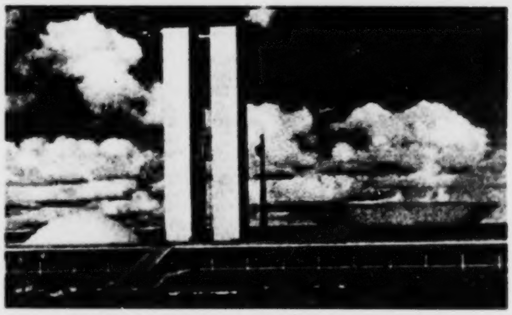
Chile has recently become a nation with a prosperous economy. Its economic growth began after its military government was overthrown. Copper and gold are exported. Chile's crops are harvested when countries in the northern hemisphere experience winter. Consequently, Chile's fruits and vegetables are in great demand as exports.

Uruguay is a small circular country on the Pacific coast. It is a prosperous country with productive agriculture. Its largest city is its capital, Montevideo, with more than 1.2 million people. The entire country has a population of only three million.

Brazil: The South American Giant

Brazil makes many of the world geography's top-ten lists. It has the fifth largest land area in the world. It is also fifth in the world in population. Its economy is ninth largest in the world.

Brazil is made up of 26 states and its federal district, which is the capital city of Brasília. Its northeast and southeast states are the smallest in land and largest in population. Most of Brazil's population lives near the Atlantic coast. Its western states contain huge areas of land, very few cities, and a small population.



The Senate Building in the Capital of Brazil

In the 1950s the government chose to move its capital from Rio de Janeiro to an empty area 400 miles inland. Today the capital Brasília has over three million inhabitants. The government hopes to draw Brazilians to the interior. It hopes to fill this land with hydroelectric power for industrialization and with productive farmland.

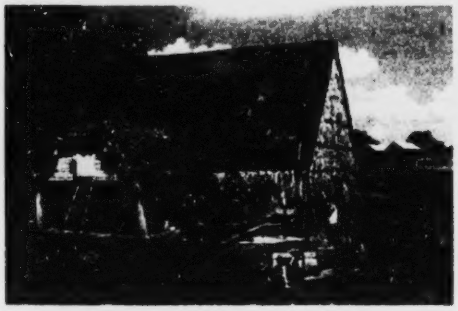
Brazil's interior is mostly plateau covered with tropical grassland. It is a savanna region that is not productive for farming. Brazil has begun to overcome these problems. However, making its large interior land productive and well populated will take time and creative planning.

Brazil's prosperous and growing economy is based largely on its agricultural products and natural resources. Its soybean and coffee exports are two of the largest in the world. Brazil has large deposits of iron, tin, manganese, oil, and natural gas. Many of its deposits are in the Amazon basin in the northern states. Millions of people have relocated to the Amazon basin to work on mining operations. In the process the rainforest is being cut down and the Native people who have lived there for centuries have been displaced.

A Closer Look: The Caribbean

The over 7,000 islands of the Caribbean are often divided into three groups: the Greater Antilles, the Lesser Antilles, and the Bahamas. The Greater Antilles are the large islands of Cuba, Hispaniola, Jamaica, and Puerto Rico. The Lesser Antilles are the numerous smaller islands in the South Caribbean north of Venezuela.

These islands were formed in one of three ways. Some islands are the tops of mountain ranges stretching through the surrounding seas. Others are the result of layers of lava from volcanoes. And some were formed from coral limestone.



A Farm in the Mountains of Cuba

The economies of the Caribbean are dependent on tourism and agricultural products. Millions of tourists come in search of beaches and mountains in a warm climate. Plantations grow sugar, tobacco, coffee, and other farm products. There is almost no heavy industry or mineral resources in the Caribbean.

Most Caribbean people live in poverty. The population density in the Caribbean is greater than in any other region in Latin America. Plantations and the tourist industry are largely owned by foreigners. Most Caribbean people work small plots of land and are often hungry.

Record

Completion

Use an atlas and other reference materials to complete the chart for eight countries of your choice in Latin America.

Country	Capital	Largest Cities	Area in Miles	Population	Main Crops and Natural Resources
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

Read

Connections: Political and Economic Interests

The location of Latin America is close to the United States. The health of the economy of Latin America can influence the economy in this country. The higher the standard of living in Latin America, the more able the people will be to import and buy products made in the United States. A strong economy in Latin America will enable it to more efficiently process and export its many valuable resources, including its rich oil deposits.

Mexico: The Nearest Southern Neighbor

Mexico is strongly connected to the United States in many ways. Because Mexico and the United States share a border, the economic and political stability of Mexico is important to the United States. If Mexican citizens cannot support themselves or if they dislike their government, they may immigrate—either legally or illegally—to the United States to live and work.

Central America: Exports for the United States

The United States also has many interests in Central America. The United States built the Panama Canal across Panama. The canal is a waterway that connects the Atlantic and Pacific oceans. Without the canal, ships would be forced to sail thousands of additional miles around the tip of South America to get from one ocean to the other. In the year 2000 the U.S. will give control of the canal to Panama.

A Gatehouse of the Panama Canal

Central America also provides the United States with farm products. Coffee is Central America's most important export crop. Bananas are the second most important crop. Both of these crops are grown on plantations.

South America: Abundant Coffee Crops, Rich in Oil Reserves

Like Central America, South America provides the United States with coffee. Coffee is Colombia's leading cash crop. South America is also an important source of oil for the United States. Venezuela is the world's fifth largest producer of oil.

This continent is also rich in many mineral deposits. Tin, iron, and copper are just a few of the important exports to industrial nations, including the United States.

Record

Short Answer

Answer each question below with a short answer.

1. Why would a higher standard of living in Latin America increase the sales of products made in the United States?

   ____

   ____

2. When the people in Mexico cannot find jobs and earn a "living wage," why will they immigrate to the United States?

   ____

3. What agreement eliminated taxes on goods traded between the United States and Mexico?

   ____

4. What two major bodies of water does the Panama Canal connect?

   ____

5. Without the Panama Canal, how would ships in this region travel from one ocean to another?

   ____

6. What agricultural product is a leading cash crop in Central America and many South American countries? (Hint: Many people in the United States start each morning with a hot beverage made from this crop.)

   ____

Read

Special Focus: Puerto Rico and Cuba—What Does the Future Hold?

Vocabulary

commonwealth
constitution
hydroelectricity

Puerto Rico and Cuba differ from other places in Latin America. Puerto Rico, to the east of Hispaniola, is a **commonwealth** of the United States. Cuba, a mere 90 miles south of Key West and the largest of the Caribbean Islands, is a communist nation bolstered by the Soviet Union until its collapse in 1991. Find Puerto Rico and Cuba on the map of the Caribbean.

Puerto de San Juan—the Port of San Juan

In many ways Puerto Rico is like any other nation. It has its own **constitution**. The people make their own laws, and the taxes they pay support only Puerto Rico and its people. But Puerto Rico's status as a commonwealth also gives it a special relationship with the United States. Its citizens are citizens of the United States. Puerto Ricans cannot vote for president of the United States. They elect a representative to the House of Representatives, but he or she does not have a vote.

Puerto Rico is 100 miles long and 35 miles wide. It sits 885 miles southeast of Florida, between the Caribbean Sea to its west and the Atlantic Ocean to its east. Its climate is warm and rainy year-round in the north, and warm and dry in the southern coastal plains.

In the 1500s the Spanish made Puerto Rico a territory. They divided its land into sugarcane, tobacco, and coffee plantations. Most of the land was owned by a few people. The United States gained Puerto Rico as a territory during the Spanish-American War in 1898.

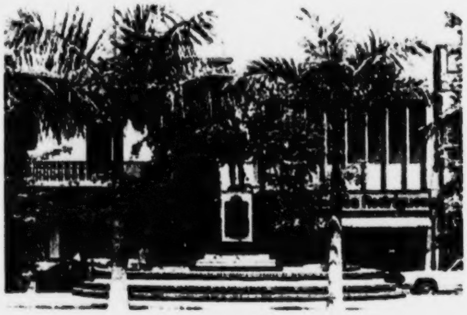
Through most of the 20th century it was a land of poor people with little hope for change. The land was densely populated with too little food and too few jobs. Its economy depended on only a few crops.

Paseo Las Delicias in Puerto Rico

In 1952 it took on a new relationship with the United States—it became a commonwealth. The nation developed a vision to pull itself up from poverty.

This new vision included four key strategies. (1) Plans were drawn to help the people take advantage of their resources—natural, capital, and human. (2) Land was distributed to many people. The people were able to develop pride in the land they worked. The government, along with the help of the United States, educated farmers and offered them helpful services. (3) Dams were built to produce **hydroelectricity**. Without electricity, the nation could not become industrialized. Cement plants were built to provide building materials for new factories, highways, and housing. (4) The people were able to persuade manufacturers to build plants in Puerto Rico.

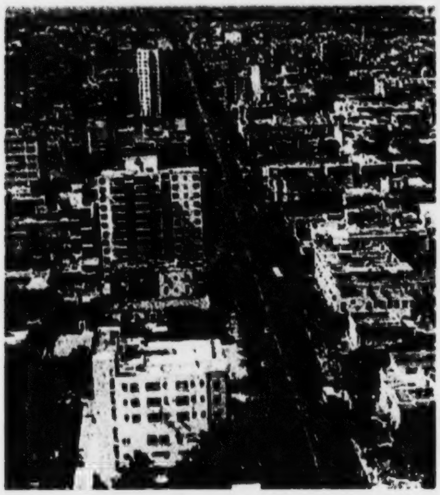
This new vision helped the people drastically increase its food production. The addition of manufacturing plants and other industries provided needed jobs and a stronger economy. By 1972, only 20 years after it became a commonwealth, Puerto Rico had shifted its economy from an agricultural one to an industrial one. Today, Puerto Rico makes electronic equipment, appliances, clothing, medicines, and chemicals. Its largest export is chemicals, not bananas or sugar. Many thousands of tourists visit the island for its beautiful coast and climate.


The Plaza de Rafael Hernandez in Aquadilla, Puerto Rico

The nation's long history can still be seen in the structures along the streets and roads. You can find new and modern buildings only a few miles from white stucco and red roof tiles on houses built hundreds of years ago by the Spanish. Spanish is still the language of Puerto Rico. English, however, is taught in all schools.

Roman Catholicism, as was true hundreds of years ago, is still the religion most people practice.

Today Puerto Ricans have the highest **per capita income** of any nation in Latin America, but poverty remains and many still seek their fortunes in the United States. Over one million Puerto Ricans live in New York City. Some Puerto Ricans are moving for the nation to declare its independence from the United States. Others would like to see Puerto Rico become a state. The nation is split on this issue and continues to discuss it and vote on it. As of yet, the motion has not been passed. Some Puerto Ricans would be worse off without the benefits the nation receives as a commonwealth of the United States. Some feel the nation would prosper without any dependence on the United States. What do you think?



A View of Havana from the Havana Hilton

Cuba may also be on the threshold of change. This nation is the only communist nation in the western hemisphere. Cuba has been ruled by former rebel leader Fidel Castro since 1959. Its future, however, is uncertain since the breakup in 1991 of its greatest ally, the Soviet Union. Strides have apparently been made in health care and education but at the expense of personal freedom. Thousands of mostly middle-class Cubans fled the island following Castro's takeover in 1959. Many of these people established homes and businesses in South Florida. Today over 50 percent of the population of Dade County is Cuban.

Record

Matching

Match the **term** *in the left-hand column with its* **description** *in the right-hand column. Write the correct letter on each line.*

	Term	Description
_____	1. Puerto Rico	A. the year Puerto Rico became a commonwealth of the United States; citizens of Puerto Rico became citizens of the United States
_____	2. Cuba	B. the ruler of Cuba; a former rebel leader
_____	3. 1952	C. this country made Puerto Rico a territory in the 1500s; lost Puerto Rico to the United States during war in 1898
_____	4. hydroelectricity	D. the only communist nation in the western hemisphere; its greatest ally had been the Soviet Union
_____	5. Spain	E. an area where thousands of Cuban citizens fled to following the communist revolution in Cuba; today this area has a large Cuban population
_____	6. Fidel Castro	F. once a land of poor people, this nation now has an economy based on industry; has the highest per capita income of any nation in Latin America
_____	7. South Florida	G. a form of energy made from harnessing running water with dams

Recap

Latin America, located in the western hemisphere, has a long and rich history. Its inhabitants include the descendants of Native people, Europeans, and Africans. This mixture has resulted in many languages, religious beliefs, and ways of life. However, because Spain ruled the region for a long time, most Latin Americans speak Spanish and practice the Roman Catholic religion.

The foreign governments that ruled Latin America often were cruel and exploitive. This caused the people to *rebel*. After they gained independence, they set up new governments and began a long struggle to establish a *democracy* in each nation. Because the United States shares a border with Mexico and is separated from the Caribbean Islands by only a few miles, the United States has an interest in the political and economic health of Latin America.

Latin America is a vast region that extends over many latitudes and has many climates. There are the dry deserts and the hot sticky tropical *rainforests*. There are vertical climates in which the climate becomes colder and drier as the elevation rises. And there are the humid subtropical climates, where most Latin Americans enjoy paradise-like weather.

The landscape of Latin America is also quite diverse. It includes tall snow-covered mountains, islands, dry *plateaus*, wide river valleys, and the second longest river in the world, the Amazon River.

In the past, many Latin Americans lived and worked on small farms in rural areas. They were very poor and had little formal education. Presently, many Latin Americans are moving to urban areas in search of better jobs and formal education. Latin America produces and exports a wide variety of goods, including *agricultural* products, tin and copper, and timber. The urban centers have developed around manufacturing and industry. Many urban centers have millions of *inhabitants*, but these cities do not have the housing, food, or work to adequately support the population.

Record

Fill in the Blanks

Use the word list to complete each statement below. Write the correct answer on each line.

Andes
United States
Spain
Cuba
Chile
Central America
Caribbean
Amazon
Maya
plantations

1. Long before Europeans discovered Latin America, the Inca, the Aztec, and ________________ civilizations were thriving. The Spanish conquered the Inca and Aztec.

2. The economy of Mexico is important to its northern neighbor, the ________________. Mexico has recently signed a trade agreement called *NAFTA* with this northern nation.

3. Between Mexico in the north and South America in the south is an isthmus that makes up ________________. This region has seven countries, including Costa Rica, El Salvador, Nicaragua, and Panama.

4. Stretching down the western side of South America is the ________________ Mountain range. This mountain range runs along the entire length of Chile.

5. The largest island in the Caribbean is ________________, which lies 90 miles south of Florida. This country is the only communist nation in the western hemisphere.

6. The largest rainforest in the world is the ________________ rainforest in South America. It is disappearing as its land has been cleared for timber, cattle grazing, and other uses.

7. The two colonial powers that claimed the most land in Latin America were Portugal and ________________ .

8. These two colonial rulers enslaved the Native people and forced them to work in mines and on ________________ .

9. Almost all of the countries in the ________________ are very poor. However, the beautiful climate of the islands draws many tourists.

10. Peru and ________________ lie west of the Andes Mountains. The Andes Mountains block moist air blowing westward from the Atlantic Ocean from reaching these two countries. Consequently, much of these two countries are dry and have desert areas.

Record

Matching

Match the **term** *in the left-hand column with its* **description** *in the right-hand column. Write the correct letter on each line.*

	Term	Descriptions
______	1. savannas	A. This bowl-shaped hollow in South America is a tropical rainforest with poor soil and many tropical diseases.
______	2. Panama	B. Many poor Latin Americans who were subsistence farmers have moved to these densely populated places in search of work and a better life.
______	3. urban areas, or cities	C. Although the climate of these areas is either very dry or very wet, these grasslands are very good for raising cattle.
______	4. desert	D. These cultural influences are just a few of the ways colonial powers left their mark on present-day Latin America.
______	5. Amazon River basin	E. A canal in this country was built so ships could sail between the Atlantic and Pacific oceans without sailing thousands of miles around the tip of South America.
______	6. Spanish, Portuguese, Catholicism, plantations	F. This climate is found along the western coast of South America.

Review

Identification

Write the correct vocabulary term for each definition below.

______________________ 1. system of government set up by the Spanish king

______________________ 2. early civilizations of present-day Latin America before arrival of Europeans

______________________ 3. a manmade good that is used to produce other goods

______________________ 4. evergreen forest found in areas of the world where the temperature remains high all year and rainfall is abundant

______________________ 5. narrow body of water connecting the Bering Sea and the Arctic Ocean

______________________ 6. people who live in a place

______________________ 7. persons in Latin America of European and African ancestry

______________________ 8. producing only enough food to feed one's family

______________________ 9. small groups of fighters who use surprise attacks against superior forces

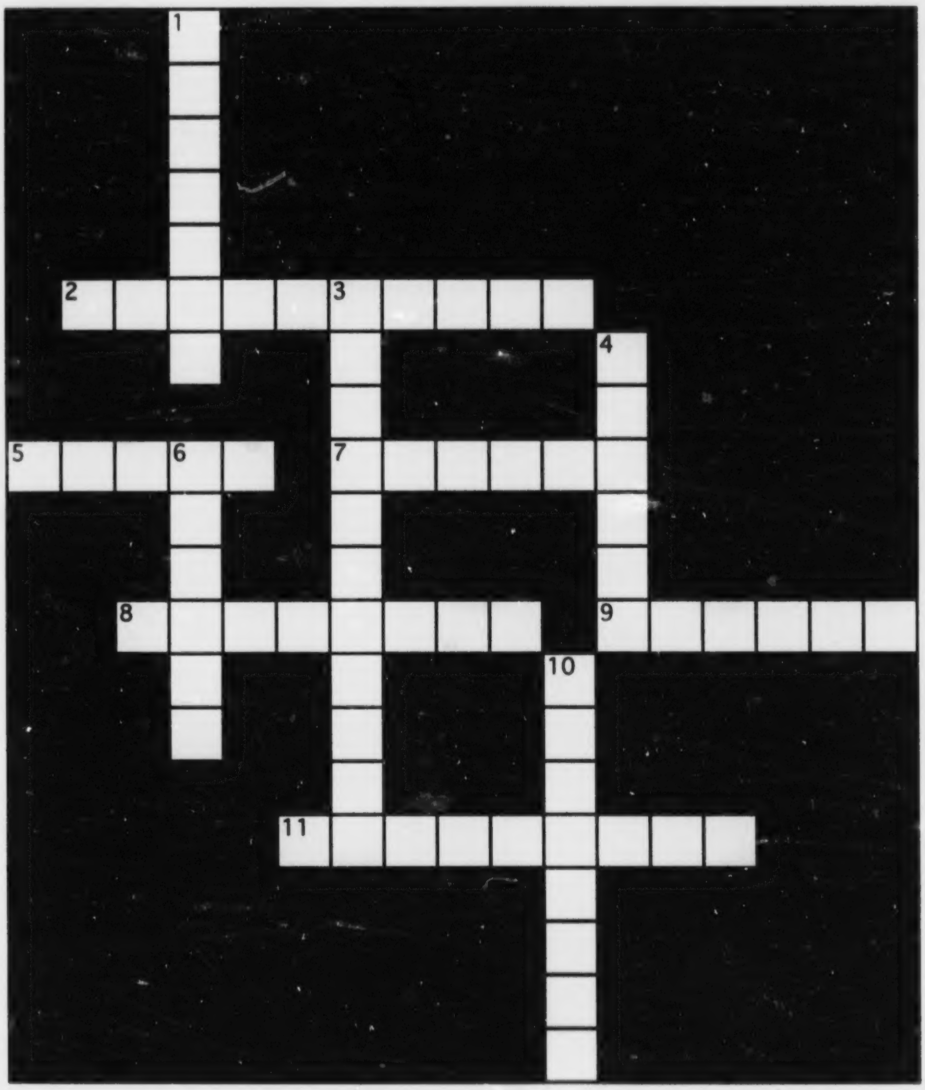
______________________ 10. the average amount of money earned for each person in the population

______________________ 11. persons in Latin America whose ancestors are European and Native people

Replay

Solve

Use the clues on the next page to complete the crossword puzzle below.


1
2
3
4
5
6
7
8
9
10
11

Across

2. a large farm on which one chief crop is grown for export
5. to fight the present system of government
7. to have goods transported into a country
8. a person not on active military duty
9. to transport goods to another country
11. a system of government in which the people choose their political representatives

Down

1. a high, level area of land
3. tending crops and livestock to produce food
4. an original inhabitant of a place or country
6. an area consisting of a number of nations or territories ruled by a single strong authority
10. moved from one place to another

ARAB WORLD • BEDOUINS • BIBLE •
CHRISTIANITY • COMMERCIAL
AGRICULTURE • IRRIGATE • ISLAM •
JEWISH PEOPLE • JUDAISM •
JERUSALEM • MONARCHY • MUSLIM •
NATIONALISM • OASIS • OLD
TESTAMENT • OIL RESERVES • QURAN
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NATIONALISM • OASIS • OLD

5

North Africa and Southwest Asia

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Remember

Vocabulary

Study the vocabulary terms below.

Arab world	culture region of North Africa and Southwest Asia; most inhabitants speak and write Arabic or related languages and practice Islam
Bedouins	one of the nomadic groups of the deserts of North Africa and Southwest Asia; derived from the Arabic word meaning "desert"
Bible	sacred book of Christians; contains Old and New Testaments
Christianity	religion founded on the teachings of Jesus Christ
commercial agriculture	growing of crops for sale in the marketplace
irrigate	to provide dry land with water from pipes, ditches, or sprinklers
Islam	religion begun by Mohammed in 613 A.D.; dominant religion of North Africa and Southwest Asia

Jewish people	an ethnic group descended from the Hebrews who practices Judaism
Judaism	religion of the Jewish people; beliefs embodied in the Old Testament and the Talmud
Jerusalem	ancient city in Palestine; a holy city to Jews, Christians, and Muslims
monarchy	system of government in which a king or monarch rules
Muslim	a person who practices Islam
nationalism	strong support for the self-rule of one's country
oasis	fertile spot in the desert where water comes to the surface
Old Testament	a sacred book of the Hebrew or Jewish people; also one of the main divisions of the Christian Bible
oil reserves	the supplies of petroleum in the ground
Quran	sacred book of Islam; also called *Koran*
revenues	income from either taxes paid to a government or money earned by a business

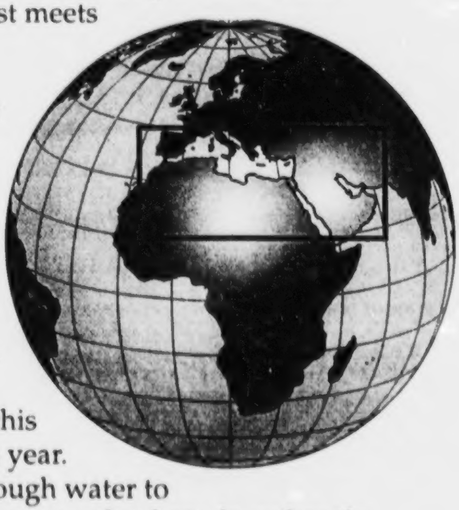
Read

Introduction

The United States is part of a very large cultural group called *Western civilization*. Western civilization was originally known as European civilization. It was in Western European countries such as England, France, and Germany that much of our way of life—our culture—developed.

The beginning of European and Western culture did not, however, *begin* in Europe! The cradle of Western civilization actually began in Southwest Asia and North Africa. Early civilizations arose in the fertile valleys of the Tigris and Euphrates rivers of Mesopotamia in Southwest Asia, and in the valley along the Nile River in Egypt. Slowly, the innovations of these cultures spread west and became the beginnings of Western civilization.

These ancient lands of North Africa and Southwest Asia have played a critical role in the world for thousands of years and are still very much in the news today. Why does everyone seem to have an interest in this part of the world? As you locate this region on the map, notice its strategic location. To its east is Asia. To its north and west is Europe. And to its south is the rest of Africa. This geographical position made this region the crossroads of the ancient world. Anyone traveling between Asia, Africa, and Europe would pass through this region. Knowledge, culture, and goods were exchanged here, where the East meets the West.



Without the fertile valleys in this region, it would probably not have had such historic importance. Fertile valleys, however, are rare in North Africa and Southwest Asia. If one word was chosen to describe the geography of North Africa and Southwest Asia, it would be *desert*. Much of this land is dry—bone dry. Remember: Deserts receive less than 10 inches of rain a year. Some desert land in this region receives less than one inch of rain a year. In most areas of the desert, there is not enough water to sustain people or for crops to grow. The one term that best describes the needs of people in North Africa and Southwest Asia is *fresh water*.

The importance of water is beginning to be appreciated by Floridians. Although we have abundant rainfall, we do not always have as much fresh water as we need, especially in cities along the coast. In North Africa and Southwest Asia, however, fresh water is always scarce and highly valued.

Oil reserves in parts of this region, however, are plentiful. Almost half of all the world's oil comes from North Africa and Southwest Asia. The single largest exporter of oil in the world is Saudi Arabia. (This country, however, has almost no fresh water.) The discovery of oil has brought immense wealth to some countries. Most of the countries in this region have not shared in this wealth. They have neither oil reserves nor other valuable resources. Most inhabitants of these countries are poor farmers and laborers.

North Africa and Southwest Asia are sometimes described as the ***Arab world*** because many of the people speak Arabic or related languages. Many people of this region also practice Islam. In spite of these similarities nations in this region have often fought with one another. For example, hundreds of thousands of people died and many villages and cities were destroyed in a war between Iran and Iraq. In the early 1990s Iraq invaded Kuwait to seize or take control of oil-rich land. International forces (led by the United States) responded to Iraq's invasion in a war called *Desert Storm*.

Many nations of the Arab world have fought wars with Israel. Although Israel is in the heart of the Arab world, it is a Jewish state populated mostly by **Jewish people**. It is not considered part of the Arab world. Some nations have practically been destroyed by civil war. In Lebanon, **Muslims** and Christians have fought for control of the ancient and once-beautiful city of Beirut.

It is both ironic and perhaps understandable that religious wars dominate our news of Southwest Asia. Three of the world's largest and most influential religions began there: **Judaism**, **Christianity**, and **Islam**.

Preview: North Africa

North Africa describes the countries in the African continent that lie along the Mediterranean Sea. North Africa includes Morocco, Algeria, Tunisia, Libya, and Egypt. North Africa is dominated by two very different surface

features: the Sahara Desert and the Nile River. The Sahara Desert is hot and dry with almost no rainfall. It reaches from the Atlantic Ocean in the west to the Red Sea in the east—and through every country in North Africa. In contrast to the Sahara Desert is the life-giving Nile River. It runs through Egypt and produces a fertile valley of crops and water.

Most of the people in North Africa live either along the Nile River in Egypt or along the Mediterranean coast. Although Algeria, Libya, and Egypt are large in size, most of their land is uninhabitable.

Preview: Southwest Asia

To the east of North Africa is Southwest Asia. It stretches from the Arabian Peninsula in the south to Turkey in the north and Afghanistan in the east. Southwest Asia includes Turkey, Saudi Arabia, Oman, Yemen, Qatar, Kuwait, United Arab Emirates, Bahrain, Afghanistan, Iran, Iraq, Syria, Jordan, Lebanon, and Israel. Sometimes this region is referred to as the *Middle East*, but this term is confusing for two reasons. For one, the term is interpreted in different ways by different people. Some think of the Middle East as all of Southwest Asia. Others think of the Middle East only as the countries bordered by Saudia Arabia, Iran, Egypt, Turkey, and the Mediterranean Sea. The other problem with the term *Middle East* is that it reflects the point of view of Europeans. For Europeans the Middle East is between the Near East (Turkey) and the Far East (China). But if you are in China, you might think of the Middle East as the Middle West!

Southwest Asia is the "crossroads of the world." Its surrounding waters are some of the busiest in the world and are used to travel between Europe and Asia.

As is the case in North Africa, life in Southwest Asia is dominated by its deserts and rivers. Much of Saudi Arabia, Jordan, Israel, and Iran are desert. Running north and south through Iraq are the Tigris and Euphrates rivers. These rivers have **irrigated** surrounding land for crops for thousands of years.

Record

Multiple Choice

Circle the letter of each correct answer.

1. An important natural resource that is in short supply in this region is ___________ .
   a. large forests
   b. oil
   c. sandy soils
   d. fresh water

2. An important natural resource that is *not* in short supply in this region is ___________ .
   a. the large forests
   b. oil
   c. sandy soil
   d. fresh water

3. Most of the people of this culture region are ___________ .
   a. Arabs
   b. Jews
   c. Christians
   d. Europeans

4. All of the following are true of the problems of North Africa and Southwest Asia *except* ___________ .
   a. Its lands have served as a crossroads between East and West.
   b. The Arabs and Jews are friends and assist each other.
   c. The beginnings of Western civilization began in this region.
   d. Some of the people have become wealthy from the sale of oil.

5. Most of the people in this region are ___________ .
   a. Israelis
   b. wealthy from the sale of oil
   c. speakers of different languages and believers of different religions
   d. poor farmers and laborers

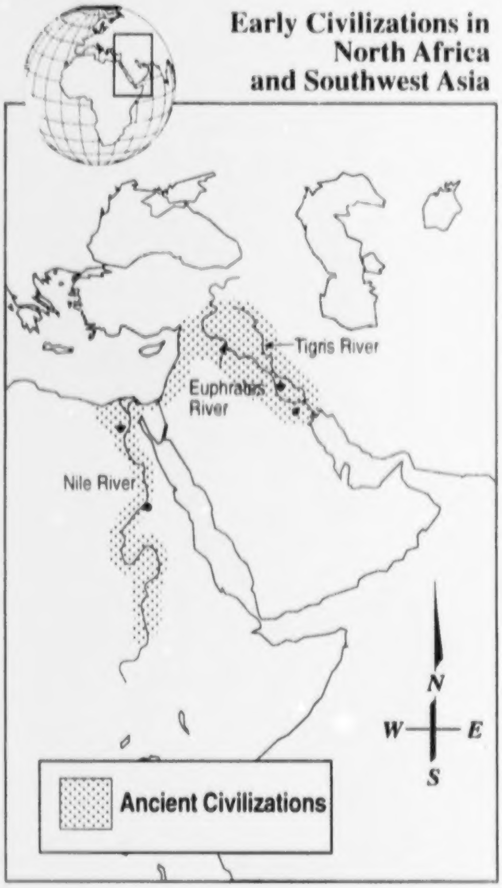
Read

History of North Africa and Southwest Asia: Great Achievements and Many Wars

Some of the world's earliest civilizations arose in North Africa and Southwest Asia. These civilizations left a legacy, or gift, of their great achievements in the arts, science, and religious beliefs which still influences our everyday lives. This history is also a story of one civilization and empire being conquered by another.

Water: The Center of Ancient Civilizations

The early civilizations in this region began in river valleys. A series of early civilizations arose in the valley between the Tigris and Euphrates river known as Mesopotamia. *Mesopotamia* means "land between the rivers" in Greek. This was one of the first areas in the world where people began to grow crops for food. Until this time people depended on the hunting and gathering of wild plants for their survival. Eventually agriculture spread throughout the region from the Mediterranean Sea to the Persian Gulf. This region is referred to as the Fertile Crescent. Powerful towns and cities arose. One of the most powerful was Babylon, which appeared nearly 2000 years before the birth of Christ. Babylon was a walled city with temples and palaces ruled by priests and kings.



Early Civilizations in North Africa and Southwest Asia

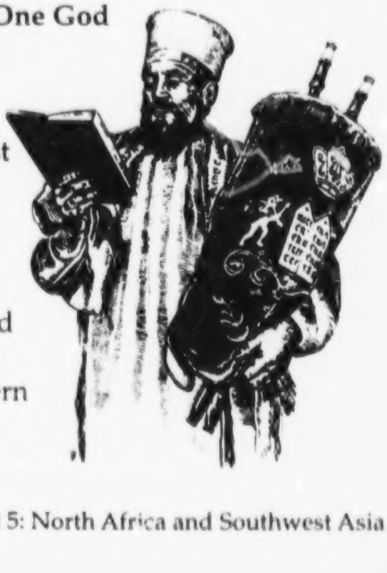
Another ancient civilization grew along the Nile River in what is now Egypt. This civilization may have occurred even earlier than the civilizations of Mesopotamia. The Nile became a highway of trade and the surrounding desert was a natural barrier to invaders from the outside.

The rivers were the heart of these civilizations. Both of these civilizations learned to control the rivers for their benefit. They built dams so they could collect the water when the rivers flooded. They could then release water as they needed it. They learned how to redirect parts of the rivers to irrigate their land and grow crops.

Not only did these civilizations improve farming, they also built magnificent cities and structures. The Babylonians built great temples. The Egyptians built great tombs in which to bury their rulers. These tombs are called *pyramids*, and are one of the seven wonders of the world. They both used picture writing to record their lives. Our word *paper* comes from the Egyptian word *papyrus*. The leaves of the papyrus plant were turned into a paper-like product by the Egyptians.

These two cultures also produced science and art which even today are highly valued and respected. This area of the world has passed down some of our major ideas in religion, mathematics, and government. From these civilizations we get our 365-day calendar and the unit of 60 on which we base our minute and hour. Among the many familiar items and ideas we have gotten from different civilizations in this region are coffee, algebra, the mattress, and the magazine.

The Birthplace of Monotheism: Worshipping One God

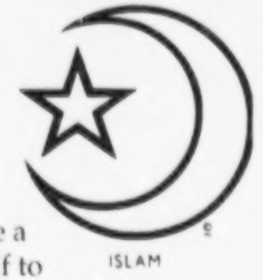


Around 1000 B.C. the Hebrews established a kingdom in Palestine, the place where Israel and Jordan are located today. They were the first recorded civilization to worship only one god. The belief in a single god is called *monotheism*. The Hebrews and their religious beliefs would eventually become the Jewish people and Judaism. The Hebrews also believed they should conduct themselves in a moral and ethical way. These beliefs have continued to influence Western civilization through our present time. The **Old Testament** in the **Bible** is the story of Jewish history and religious beliefs. The other two major religions from this region, Christianity and Islam, are also based on monotheism.

Palestine did not survive as a Hebrew state for long. It was occupied by the Greeks and then the Romans. During the Roman occupation of Palestine, Jesus Christ began teaching. One of the things Jesus preached about was love and respect for one another.

Islam: The Center of the Arab Culture

In 571 A.D. Mohammed was born in the city of Mecca in what is now Saudi Arabia. He believed he was a prophet of God. In 613 A.D. he began warning his fellow Arabians to stop worshipping many gods. He told them to follow God's ways. His teachings became a new religion, called *Islam*. Islam means "giving oneself to God." Mohammed died in 632 A.D. His followers then began a "holy war" to spread Islam. In only 200 years, people as far east as the Philippines, as far west as Morocco, and as far northwest as Spain began practicing Islam. Followers of Islam are called *Muslims*, meaning "believers." History has few examples of a religion or belief spreading so far so quickly.


ISLAM

Many great ideas and inventions were produced by the various cultures and conquerors in this region. But none of these has had as lasting and powerful an influence in this region as the religion of Islam. Islam has shaped the everyday lives of most people in the Arab world for more than a thousand years.

Modern History: From Colonies to Independent Nations

Many of the countries of North Africa and Southwest Asia fell under control of European nations as the Great Ottoman Empire centered in Turkey collapsed. Syria, Lebanon, Algeria, Tunisia, and Morocco went to France; Palestine, Iraq, Sudan, and Egypt went to Great Britian; and Libya went to Italy. One of the most important interests in this region for Great Britain and France was the Suez Canal. This canal connects the Mediterranean and Red seas. It is a shortcut between Europe and Asia. Great Britain hoped to use the canal to extend its empire into southern Asia.

European domination strengthened the growth of **nationalism** in this part of the world. *Nationalism* is a strong belief in the self-rule of one's own country. After World War II ended in 1945, the nations in North Africa and Southwest Asia began to gain their freedom from European nations. Today, all of the countries are independent and have their own system of government.

Governments. Three types of governments have developed in this region: republics, military republics, and kingdoms. In *republics*, presidents head the government. Presidents are usually elected by the people. Presidents in the Arab world have more power than do presidents in Western republics, such as the United States. Republics exist in Egypt, Algeria, Lebanon, and Israel.

Military republics are often ruled by a president. However, the military leaders have power and often advise the president. Iraq, Libya, and Syria all have military republics.

In *kingdoms*, or **monarchies**, a king controls the government. He can appoint many of the government lawmakers. In nations where the people elect lawmakers, the king can dissolve the assembly of lawmakers and call for new elections if he chooses.

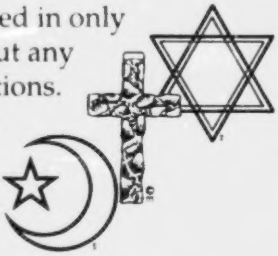
Relations between Arab Countries: One World—Many Beliefs

The Arab world has two histories that unfold side-by-side. One history is the story of a world that shares the religion of Islam and Arabic and related languages. From western North Africa to the eastern part of Southwest Asia, a traveler would see similar images and hear similar sounds. The leaders of Arab nations often speak of their support for one another.

Arabs and Berbers at the Weekly Market in Morocco

However, another story of this region is one of fighting and conflict. Nations frequently fight with one another over political and economic matters. Two of the most dividing issues are oil and the nation of Israel.

Oil, the source of enormous riches, has been discovered in only a few of the Arab countries. Those with less or without any oil reserves resent the wealth of the oil-producing nations. Those that have oil frequently argue over whether to increase its export and price.



Another important issue that divides the countries in North Africa and Southwest Asia is the presence of Israel. Israel was established as a Jewish state in 1948 over the bitter protests of the Arabs. The Israelis, or citizens of Israel, are the descendants of the Hebrews who lived in Palestine until the Romans drove them out more than 2,000 years ago.

After World War II, the United Nations voted to establish a Jewish homeland in Palestine. Since its establishment, Israel has fought frequent wars with its Arab neighbors. When Israel was created, over 600,000 Palestinian Arabs were forced to leave. They sought refuge in neighboring Jordan, Egypt, and Syria. Many still live in refugee camps. Today Palestinians are still bitter over the creation of Israel and loss of what they consider to be their homeland. Political conflict exists within Israel as well. In 1995 Prime Minister Yitzak Rabin was assassinated by a fellow Israeli. Members of different sects of Islam also frequently, and sometimes violently, disagree.

Record

Short Answer

Refer to **Read** *to answer each question below.*

1. Why did many of the ancient civilizations develop in the valleys of the Nile River and the Tigris and Euphrates rivers?

   ____

   ____

2. Which two ancient civilizations learned how to dam rivers and irrigate their crops, as well as write and build magnificent structures?

   ____

3. What three types of governments can be found in North Africa and Southwest Asia?

   ____

   Which type is most similar to the government in the United States?

   ____

4. What are two issues that divide the countries in North Africa and Southwest Asia?

   ____

5. Which three major religions developed in Southwest Asia?

   ____

6. What was the purpose of the "holy war" in Southwest Asia?

7. Which European nations colonized North Africa and Southwest Asia?

8. What manmade waterway was of particular interest to two of these European nations?

Read

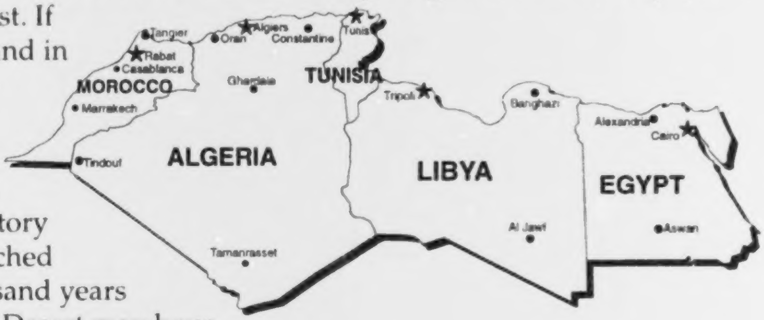
Physical Geography

In your mind's eye visualize North Africa and Southwest Asia and you will most likely see endless sand dunes. This image is an accurate one, but it only reveals some of the landscape in this region. Giant sand seas sometimes forming into towering dunes make up most of the desert in Southwest Asia. However, most of the Sahara, in North Africa, is made up of pavement rock. Pavement rock is a land cover of gravel and boulders.

Deserts are just one of the many landforms in this region. Rivers, mountains, and coastal lands also fill the landscape. In some areas, such as Egypt and Israel, irrigated land has turned desert into fertile farmland.

North Africa: The Sahara Desert, Atlas Mountains, and Coastal Margin

The Sahara Desert. The Sahara Desert dominates life in North Africa. It is about the size of the United States and is the largest desert in the world. It stretches from Morocco in the west, through Algeria, Tunisia, Libya, and Egypt in the east. If you were to stand in the desert, you would hardly believe what some scientists claim is the history of this dry, parched land. Ten thousand years ago the Sahara Desert may have been a grassy land supporting many different kinds of animals. Then, about 5,000 years ago the climate began to change. It became drier. In some parts the desert rainfall is less than one inch a year. Animals either migrated or died. Nothing survived. (*Sahara* means "emptiness" or "desert" in Arabic.) Even today, scientists find that land around the desert is drying up. This means that the desert is increasing, year by year.


Tangier
Rabat
Casablanca
MOROCCO
Marrakech
Oran
Algiers
Constantine
Tunis
TUNISIA
Ghardaia
Tindouf
ALGERIA
Tamanrasset
Tripoli
Banghazi
LIBYA
Al Jawf
Alexandria
Cairo
EGYPT
Aswan

Sand is not the most plentiful surface in the Sahara. Most of the desert is made up of desert pavement—gravel and boulders—and rocky plateaus. Desert pavement and plateaus are the result of soil erosion.

Temperatures reach above 100 degrees in the daytime desert. At night, however, the desert quickly cools and may drop to 40 degrees.

The Sahara Desert

Not all of the Sahara is dry and without water. **Oases** are places where water can be found. Villages, towns, and cities develop around oases. Most of the people in North Africa are farmers who live near an oasis. These farmers are called *fellahin* (FELL uh heen), which means "peasant" in Arabic. At the center of their farming is the date tree. The date tree not only bears fruit, but it can be used to make many products, from rope to cooking oil.

The largest oasis in North Africa is the Nile River Valley. The Nile River is the longest river in the world. The Nile, unlike most other rivers in the world, grows smaller as it nears the sea. It begins in the highlands of central Africa and flows 4,000 miles northward through Egypt. The Nile forms a delta where it empties into the Mediterranean Sea. For hundreds of years the Nile flooded its banks, bringing both water and rich soils to the Nile Valley. Since the 1970s, however, the Aswan Dam has controlled the waters of the Nile.

In addition to the natural waterways, a manmade canal is located in Egypt. The Suez Canal connects the Mediterranean Sea with the Red Sea. Built by French engineers over 100 years ago, the Suez Canal shortens the distance from Europe to India by almost 5,000 miles. Before the canal was built, ships sailing east or west had to circumnavigate, or sail around, the continent of Africa. Many nations ship goods through the Suez Canal, making it a vital link in the world's transportation system.

Until very recent times, most of the travelers through the desert were **Bedouins**. Bedouins are nomads, or wanderers. They cross the desert on camelback in caravans, or large groups. This arrangement provides them with protection from robbers. They use camels because these animals can go for days without food or water. They live in tents. Their dress is well known to most foreigners: turbans, veils, and long, loose clothing. Their clothing is chosen to protect them from blown sand and to keep them cool.

Bedouins herd their goats, sheep, and camels from one oasis to another oasis in search of water and grass. They sell and trade meat and wool from their herds to people in villages, towns, and cities. However, the nomadic way of life is quickly dying. Trade between oases is now carried by trucks across recently built roads and by sea.

The Atlas Mountains. Along the northwest coast of Africa are the Atlas Mountains. They stretch from Morocco eastward through Algeria and Tunisia. The Atlas Mountains are a natural border between the Sahara Desert and the Mediterranean Sea in the western half of North Africa.

As moist winds from the Mediterranean Sea blow onto land, they are blocked by the high ridges of the Atlas Mountains. Their moisture falls as rain on the mountains. People collect the water from springs or by digging wells. If the Atlas Mountains did not exist, these moist winds would blow over the Sahara desert and change its landscape and climate.

The Mountains of Morocco

The Coastal Margins. The Atlas Mountains slope northward to the Mediterranean Sea. This area is mostly plains, or flat land. Rainfall from the Atlas Mountains flows towards the coast and makes this the most fertile and populated area in North Africa outside of the Nile River Valley.

Southwest Asia: Highlands, Arabian Peninsula, and the Fertile Crescent

The Highlands. The highlands describe mountain ranges that stretch across the countries in the northern arc of Southwest Asia. The Taurus Mountains in Turkey, and the Zagros and Elburz mountains in Iran create a very different landscape than the one found in the rest of Southwest Asia. Like the Atlas Mountains in North Africa, these mountains are a source of water for surrounding land and rivers. From the mountains rainfall flows into the Tigris and Euphrates rivers. In short, without these mountains, the rivers would run dry.

The highlands, like all mountain ranges, have a vertical climate. At higher elevations the climate is colder; at lower elevations, the climate is milder.

The Arabian Peninsula. The Arabian Peninsula is also a plateau, or a large, flat land that rises sharply on one or more sides. Saudi Arabia occupies most of the Arabian Peninsula. The peninsula is mostly composed of deserts. Most of the population on the Arabian Peninsula live near the coasts or on an oasis.

Fishermen on the Shore of Lebanon in the Fertile Crescent

The Arabian Peninsula has major water bodies on three sides—the Red Sea to the west, the Arabian Sea to the south, and the Persian Gulf to the east. Because of their nearness to large oceans, the countries in this region have ports and easy access to international trade routes.

The Fertile Crescent. In the midst of this mostly barren land is a fertile land that is shaped like a crescent, or a new moon. In this crescent are the countries of Iraq, Syria, Lebanon, Israel, and Jordan. These countries lie along the northern border of the deserts in the Arabian Peninsula. Most of the crescent has a Mediterranean climate of sunny summers and mild winters.

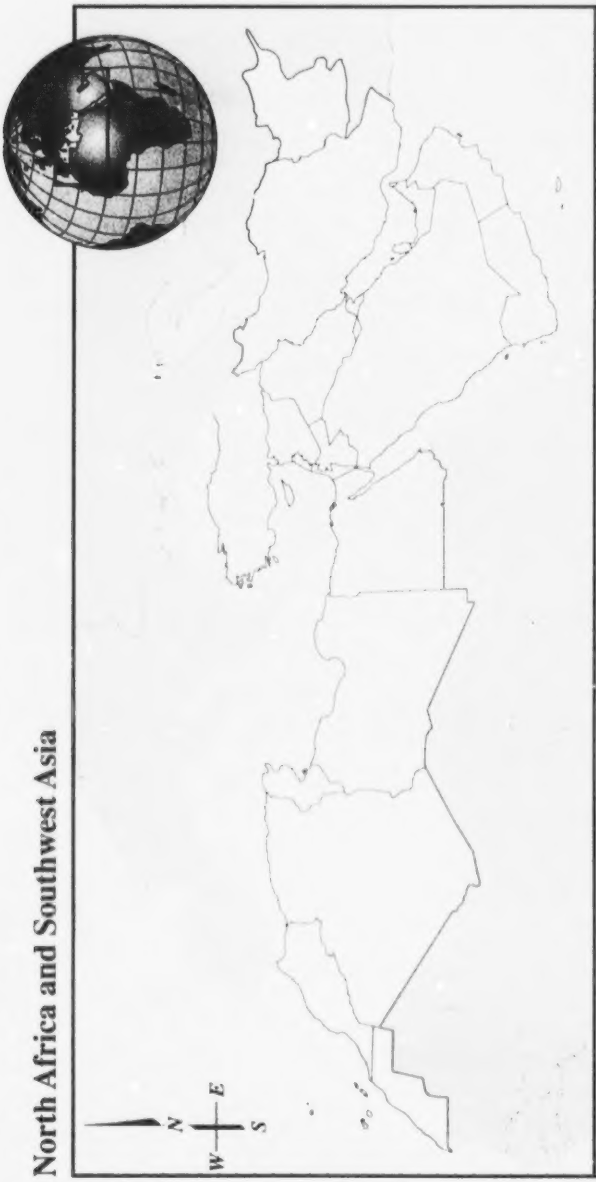
The crescent is fertile because of the three rivers that run through it: the Tigris, the Euphrates, and the Jordan. The land irrigated from these rivers is used to grow wheat, barley, rye, carrots, onions, and garlic, and many Mediterranean crops.

Current news from the Fertile Crescent is often dominated by Israel, and in particular **Jerusalem**. Jerusalem is an ancient holy city for all three religions which began in this region. The Jews built their first great temple in this city. Christ was crucified there, and Christians believe he rose from the grave in this city.

Record

Mapping

Refer to an atlas to locate and label the places listed on the political map of North Africa and Southwest Asia below. Then color the countries so it is easy to see the boundaries.



North Africa and Southwest Asia

Morocco Algeria Tunisia Libya Egypt
Israel Lebanon Jordan Saudi Arabia Iraq
Syria Iran Turkey Kuwait Oman
Yemen Qatar United Arab Emirates

Record

Completion

Complete the chart below. Write the missing information on each line. Remember, the coordinates may not be exact because of the map projection. The first one is completed for you.

Coordinates	Country	Capital City
34°N/7°W	Morocco	Rabat
37°N/3°E		Algiers
37°N/10°E	Tunisia	
32°N/15°E		Tripoli and Benghazi
___°N/___°E	Egypt	Cairo
25°N/46°E		Riyadh
33°N/44°E	Iraq	
36°N/51°E		Tehran
___°N/___°E	Israel	Jerusalem
35°N/38°E	Syria	
40°N/35°E		Ankara

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Record

Fill in the Blanks

Use an atlas to complete each statement below about the North Africa-Southwest Asia region. Write the correct answer on each line.

1. The North Africa-Southwest Asia region is ____________________ of the Equator.
2. This region is in the ____________________ hemisphere.
3. The North Africa-Southwest Asia region is ____________________ of the prime meridian.
4. The ____________________ forms the northern boundary of North Africa.
5. The ____________________ separates Saudi Arabia from Egypt.
6. The ____________________ separates Iran from Saudi Arabia.
7. The __________ ______________ separates Morocco from Spain.
8. The country of ____________________ lies on a large peninsula shaped like a boot.
9. The Nile River empties into the ____________________ .
10. The Tigris and Euphrates rivers empty into the ____________________ .

11. The country of ____________________ is crossed by the prime meridian.

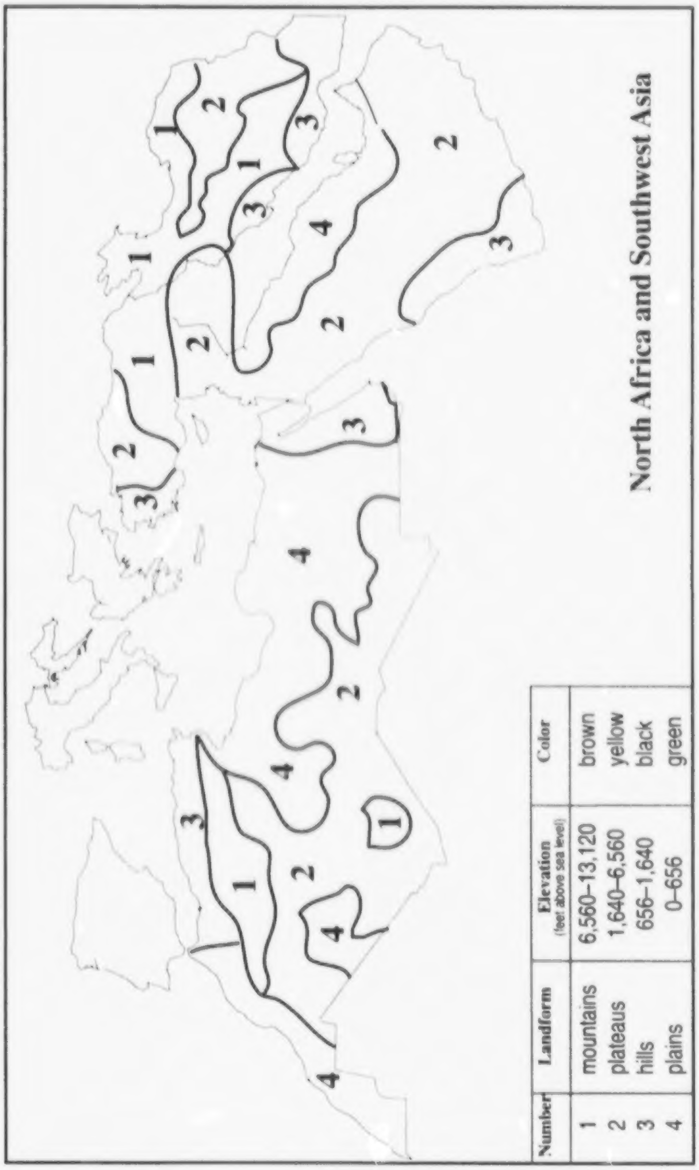
12. The capital of each North African country lies near a body of ____________________ .

13. The largest country in square miles in North Africa is ____________________ ; the smallest is ____________________ .

Record

Mapping

Use the legend below to create a physical, or relief, map of North Africa and Southwest Asia. Follow the numbers and color key below to shade the different land elevations.



North Africa and Southwest Asia

Number	Landform	Elevation (feet above sea level)	Color
1	mountains	6,560–13,120	brown
2	plateaus	1,640–6,560	yellow
3	hills	656–1,640	black
4	plains	0–656	green

Record

Agree or Disagree

Use the map on the previous page to respond to each statement below. Write **agree** *or* **disagree** *in front of each statement. If you disagree, explain why on the line provided.*

_________ 1. There are no areas in North Africa and Southwest Asia that are over 600 feet above sea level.

____

_________ 2. A large region of plains lies along the coast of the Mediterranean Sea and the Atlantic Ocean.

____

_________ 3. Southwest Asia is generally higher in elevation than North Africa.

____

_________ 4. The large river systems run through areas of low-lying plains.

____

_________ 5. Most of the elevations above 6,500 feet are found in the northwest of the region.

____

Record

Mapping

Use an atlas to locate the physical features of North Africa and Southwest Asia listed below. Draw and label these features on the map provided on the next page.

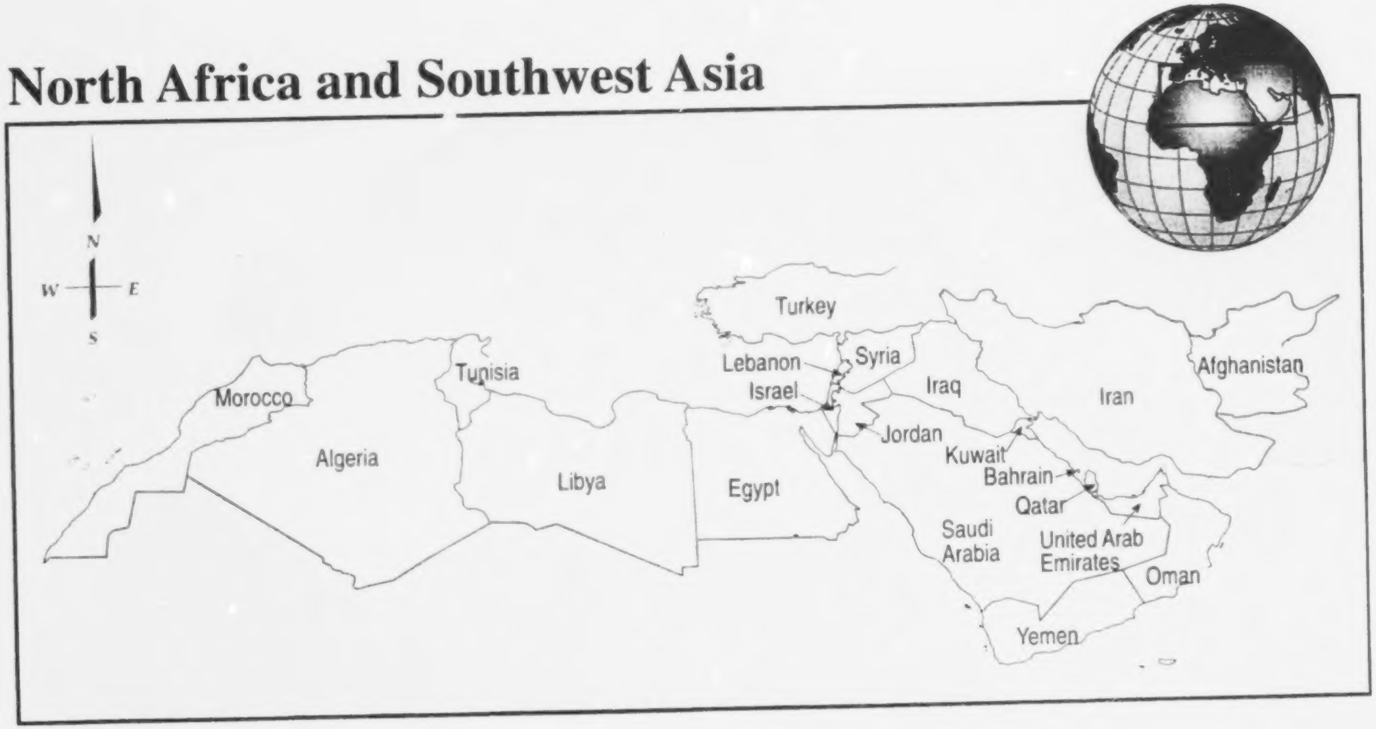
Landforms

- Atlas Mountains
- Elburz Mountains
- Sinai Peninsula
- Sahara Desert
- Zagros Mountains
- Taurus Mountains
- Nafud Desert
- Arabian Peninsula

Water Bodies

- Nile River
- Euphrates River
- Mediterranean Sea
- Suez Canal
- Atlantic Ocean
- Persian Gulf
- Strait of Gibraltar
- Tigris River
- Red Sea
- Arabian Sea

North Africa and Southwest Asia


N
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Morocco
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Tunisia
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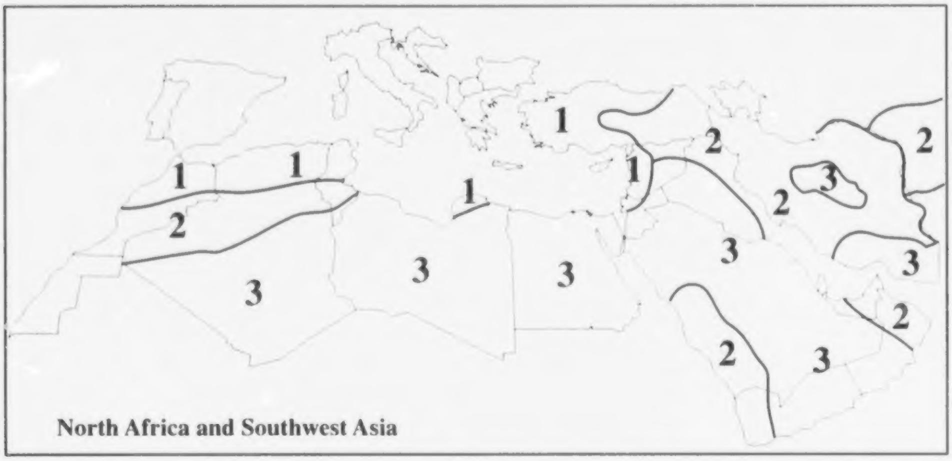
Turkey
Lebanon
Israel
Syria
Jordan
Iraq
Iran
Afghanistan
Kuwait
Bahrain
Qatar
Saudi Arabia
United Arab Emirates
Oman
Yemen

Record

Mapping

Complete the map below. Color each climate region using the information provided.

Number	Number	Precipitation in Inches per Year	Vegetation/Soils	Color
1	Desert	less than 5	Little to none/ infertile, sandy, rocky	brown
2	Steppe	10 or less	Grasslands, scrubs/ infertile	tan
3	Mediterranean	15-25	Grass, scrubs, trees/ fertile if irrigated	green



North Africa and Southwest Asia

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Record

Multiple Choice

Use maps and **Read** *to complete the sentences below. Circle the letter of each correct answer.*

1. Crops are mostly grown in the __________ .
   a. desert climate
   b. steppe climate
   c. Mediterranean climate

2. The least amount of rainfall occurs in the __________ .
   a. desert climate
   b. steppe climate
   c. Mediterranean climate

3. The landform that dominates the region of North Africa is __________ .
   a. plains
   b. hills and low plateaus
   c. mountains

4. A Mediterranean climate can be found in all of the following countries except __________ .
   a. Egypt
   b. Morocco
   c. Lebanon

5. The waters that create the Tigris and Euphrates rivers begin in the __________ .
   a. plains
   b. mountains
   c. desert

6. The Nile River flows northward through a ___________.

   a. high plateau
   b. mountain range
   c. plain

7. The largest desert in the world is the ___________.

   a. Atacama
   b. Gobi
   c. Sahara

Read

Economic Geography: Water and Oil

The region of North Africa and Southwest Asia is sometimes called the *Dry World*. Surviving in these dry lands presents many problems. Farmers can only grow crops on the fertile land near oases. Nomads and their animals must travel across dusty flatlands from one oasis to another. Even much of the oil production takes place in the hot, sandy deserts. Finding enough water for humans, animals, and crops to survive is the primary goal of most of the people.

As a result, most of the people live where there is water. The most densely populated areas are found in places such as the Nile delta, the Tigris-Euphrates basin, and along the Mediterranean Sea. People and their animals live on oases and along the coastal margin sloping down from the Atlas Mountains.

Subsistence Living: Poverty for the Many

About 300 million people live in North Africa and the Southwest Asia. The largest percentage, about 54 percent, make a living by subsistence farming. Subsistence farmers usually farm with wooden plows pulled by an ox or a buffalo. The crops, mostly barley and wheat, must be harvested by hand. Poor soils and lack of fertilizers make farming even harder.

Water for farming and personal use is either drawn from wells or purchased from nearby irrigation systems owned by rich landlords. The waters are often filled with disease-carrying parasites that cause sickness. Poor health contributes to the problems of the farmer. Lacking skills, good lands, or wealth, their lives are filled with poverty and hardships.

Commercial Agriculture: Wealth for the Few

Commercial agriculture, or crops grown for sale, takes place in some areas. Commercial farms are often owned by large corporations or wealthy individuals. Citrus fruits, olives, figs, and nuts are grown in the Mediterranean coastal region. Cotton and rice are produced in the Nile River Valley. Using new technology by which water mixed with fertilizer is pumped directly to the roots of plants, Israel has made great strides in commercial agriculture. Former deserts are now productive farms. Israelis enjoy a relatively high standard of living.

Life in the Cities: Urban Crowding

Almost half the people in the region live in towns and cities. The population is densely packed into new apartment buildings and very old homes. The cities are a mix of the old and the new ways of life. Cars and camels crowd the narrow streets. Modern Western dress is seen beside the traditional clothing of the Arabs. City dwellers work in factories, hospitals, stores, and sidewalk markets. Many of the factory workers and laborers are farmers who have moved to the urban area in search of a better life.

The Discovery of Oil: Uneven Wealth

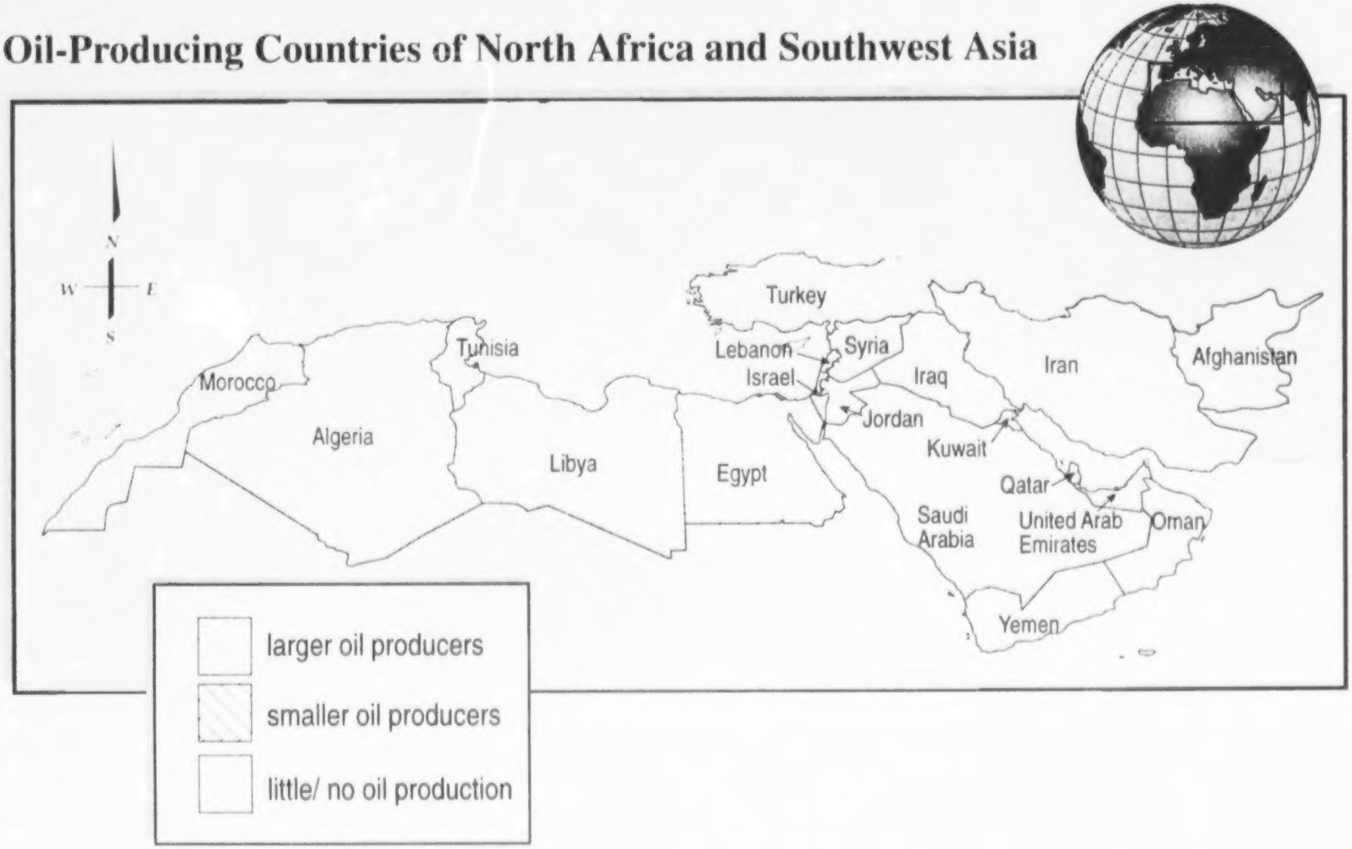
The discovery of oil and natural gas in some Arab countries has made this region one of the most important in the world. It is estimated that 65 percent of the world's known oil reserves are in North Africa and Southwest Asia. The largest oil reserves are in the countries around the Persian Gulf, and in Libya and Algeria. Smaller deposits have been found in Egypt and Turkey. These nations have relied on foreign companies to get the oil out of the ground.

The Towers of Kuwait—the City Built on Oil

The oil companies drill oil and natural gas out of the desert floor. The oil and gas then are pumped through a system of pipelines to ports along the Mediterranean Sea, the Red Sea, and the Persian Gulf. Large ships called *tankers* then transport the oil all over the world.

In the 1960s, the price of oil per barrel was about $3.00. Oil production in Southwest Asia was about 10 million barrels per day. In the 1970s, the price was raised to almost $40 per barrel. Production equaled around 40 million barrels per day. By 1990, oil prices had been reduced to about $18 a barrel and production was cut back to about 20 million barrels a day.

Oil-Producing Countries of North Africa and Southwest Asia


N
W
E
S
Turkey
Tunisia
Lebanon
Syria
Morocco
Israel
Iraq
Iran
Afghanistan
Jordan
Algeria
Kuwait
Libya
Egypt
Qatar
Saudi Arabia
United Arab Emirates
Oman
Yemen
larger oil producers
▨ smaller oil producers
little/ no oil production

The wealth brought dramatic changes in the oil producing countries. Oil **revenues**, or money earned from the sale of oil, were used to build modern cities in the desert. Skyscrapers replaced Bedouin tents, and superhighways crossed old camel paths. Desalinization plants were constructed that turned salt water from the seas into fresh water for the cities. Homes, schools, and hospitals were built. Many of the governments invested oil wealth in industries and new technology.

The oil business has resulted in unexpected riches for some countries, but not others. Populations in the oil-producing countries are small, so not many people benefit from the wealth. In addition, the literacy rate is very low in much of North Africa and Southwest Asia. Therefore, many of the people lack the skills for the higher-paying jobs in the oil business. Foreign oil companies brought workers with them to fill the oil-related jobs.

Record

Fill in the Blanks

Use **Read** *to complete each statement below. Write the correct answer on each line.*

1. ____________________ is a name sometimes given to North Africa and Southwest Asia to describe the lack of an important resource.

2. The most densely populated areas are along the Nile delta, the Tigris-Euphrates basin, and along the ____________________ .

3. Most of the ____________________ use primitive methods to grow barley and wheat under difficult conditions.

4. Some areas, such as the Mediterranean coastal region, grow crops, such as ____________________ , for sale.

5 Half of the people in this region live in densely packed apartment buildings or old houses in ____________________ areas.

6. ____________________ work in factories, hospitals, stores, and sidewalk markets.

7. Discovery of ____________________ and ____________________ made this region one of the most important in the world.

8. ____________________ from oil brought major changes, such as modern cities, skyscrapers, and superhighways, to North Africa and Southwest Asia.

9. The largest oil reserves are found around the ____________________ Gulf, and in the countries of ____________________ and ____________________ .

10. Oil and gas are pumped through ____________________ to tankers in ports on the Mediterranean Sea to be transported all over the world.

Read

A Closer Look: The Countries of North Africa

Egypt and Libya are both dominated by a single resource. In Egypt it is the Nile River. In Libya it is the oil reserves that were recently discovered. Most of the life in these countries is dependent on these resources. Healthy economies need to be *diversified*. A diversified economy has many different industries and agricultural products.

Maghreb is an Arabic word for "western isle." The Maghreb includes the countries in the northwestern band of North Africa: Algeria, Tunisia, and Morocco. Each of these three countries has a varied landscape of desert, mountains, and coastal land. This landscape helps produce some fertile lands near the Mediterranean coast. Typical Mediterranean crops include dates, figs, grapes, olives, and citrus fruits. Typical factories in cities in the Maghreb manufacture textiles, clothing, and carpeting. Nearly all of the population in these countries live on the hills and plains along the Mediterranean and Atlantic coasts.

Egypt: Gift of the Nile

How much does the Nile River Valley dominate life in Egypt? Consider that 95 percent of the country's population lives within 20 miles of the river. The Aswan Dam was a huge and very expensive dam built on the Nile to divert and store river water for irrigation. It created Lake Nasser, an artificial lake covering 300 square miles. Although this project did help turn some barren land into fertile farmland, it has also created problems. A new layer of fertile soil is no longer deposited by the annual flood. Farmers now have to use more fertilizers that are polluting the river and harming the fishing industry. Industry has also grown along the Nile because of hydroelectric power supplied by the dam. Industrial waste adds to the pollution. Some experts even think the tremendous weight of Lake Nasser may be causing earthquakes in the area.

Modern Cairo on the Nile River

Some of Egypt's 56 million people farm along the Nile River. However, most of the smaller farmers have been driven off their farms by the larger corporations that run Egypt's agri-business. Many of these displaced farmers have moved to the cities. Cairo is Egypt's largest city with over 14 million people. Cairo is also the largest city in the Africa. It is a city that does not have adequate housing, work, or food for all its residents.

The Suez Canal was built across an isthmus between the Mediterranean Sea and the Red Sea. It has been a cause of conflict for over a hundred years. Countries have fought to control it and for the right to use it. Its importance through this century for shipping goods between Europe and Asia cannot be overestimated. Egypt now controls the canal and collects a toll from passing ships and tankers.

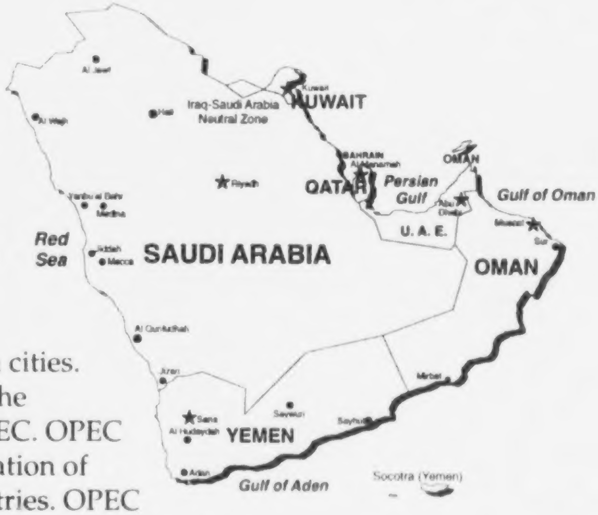
In the late 1970s Egypt's president, Anwar Sadat, signed a peace treaty with Israel. Egypt was the first Arab country to recognize the existence of the state of Israel. For his work to establish peace, Sadat was awarded the Nobel Peace Prize in 1979. Two years later he became the victim of a political assassination.

A Closer Look: The Countries of Southwest Asia

Southwest Asia stretches from Turkey to Afghanistan and south to the Arabian Peninsula. Like North Africa, most of the area is dry except for the Mediterranean coast. It is a region of deserts, mountains, and steppes with hot days and chilly nights. Strong dust-laden winds are common. Most of the population is along the coast or inland in widely scattered oases. Not all of the people in Southwest Asia are Arabs, and not all of the Arabs agree with or get along with one another. Let's look at three nations in this region that illustrate some of the geographic and cultural differences. Saudi Arabia is the largest nation on the Arabian Peninsula. Turkey is the farthest nation to the west and was once the center of the Ottoman Empire. Israel is a Jewish nation in the Fertile Crescent.

The Arabian Peninsula: Saudi Arabia

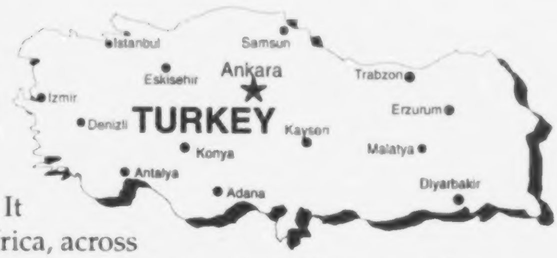
Mohammed, the prophet of Islam, was born in the city of Mecca, in Saudi Arabia. Another Saudi Arabian city called *Medina* is the site of Mohammed's tomb and a sacred center of Islam. These historic events have made this country the center of Islam. Saudi Arabia is a kingdom. Its king is responsible for making sure that the laws of the **Quran** are followed by the residents. The Quran is the holy book of Islam. In most activities, including education, males and females are separated. The Quran forbids drinking of alcohol, smoking, and gambling. Under certain circumstances, men are permitted by the Quran to have more than one wife.


Al Jawf
Al Wajh
Hail
Iraq-Saudi Arabia Neutral Zone
Kuwait
KUWAIT
BAHRAIN
Al Manamah
OMAN
Riyadh
QATAR
Persian Gulf
Abu Dhabi
Gulf of Oman
Yanbu al Bahr
Medina
Red Sea
Jiddah
Mecca
SAUDI ARABIA
U. A. E.
Muscat
Sur
OMAN
Al Qunfudhah
Jizan
Mirbat
Sana
Sayun
Sayhut
Al Hudaydah
YEMEN
Aden
Gulf of Aden
Socotra (Yemen)

Saudi Arabia has become a wealthy nation through its oil wells along the Persian Gulf. With its wealth, the country is building modern cities. Its oil reserves have made the government a leader in OPEC. OPEC is the acronym for Organization of Petroleum Exporting Countries. OPEC can decide how much oil to export and how much to charge for a barrel of oil.

This new wealth has created some conflicts in Saudi Arabia. It is a strongly religious nation and wants to maintain its customs and traditions. Wealth, however, has led the nation into the modern era. A foreigner in this country may find strange the image of women wearing veils as they walk through expensive and modern neighborhoods. The oil industry has also brought many foreigners and their foreign ways into Saudi Arabia. Throughout history, a large population of foreigners in any country has always had some influence on the native population—for better or worse.

The Highlands: Turkey


Istanbul
Samsun
Eskisehir
Ankara
Trabzon
Izmir
Erzurum
Denizli
TURKEY
Kayseri
Konya
Malatya
Antalya
Adana
Diyarbakir

Turkey was once the center of the Ottoman Empire. Until its final collapse at the beginning of this century, the Ottoman Empire had been the most powerful empire in the region. It ruled from Algeria in North Africa, across Southwest Asia, and north into Romania. During the 19th century the Ottoman Empire lost some of its outlying territory. After World War I, the

Ottoman Empire was divided among Western nations. Turkey is all that remained of the former empire.

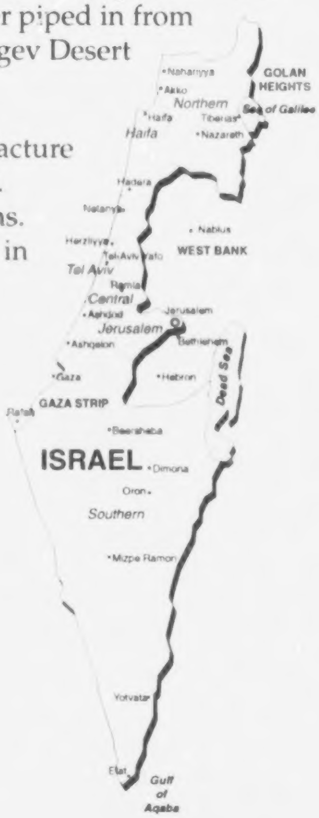
Turkey controls very important water bodies: the Bosporus and Dardanelles. These water bodies are called *straits*, narrow water bodies that connect two larger water bodies. These straits are the only entranceway for traders and armies to enter much of Eastern Europe by water.

Turkey sees itself as more European than Asian. It has tried to modernize through open education, roads, and factories. However, it remains a poor country and many of its people have migrated to Western nations in search of jobs.

The Fertile Crescent: Israel

Since 1948, what was once called *Palestine* has been named Israel. Here Jewish people and some Christians and Arabs have developed the most prosperous economy in the Fertile Crescent. Water piped in from the Jordan River Valley has helped turned the Negev Desert in the south into fertile farmland.

Israel also has successful industries which manufacture electronic goods, metal products, and armaments. Israel maintains a military with high-tech weapons. Wars between Israel and Arab countries occurred in 1967 and 1973. As a result of the 1967 war, Israel annexed the Golan Heights from Syria, the West Bank from Jordan, and the Sinai Peninsula from Egypt. Egypt gained part of the Sinai Peninsula back in the war of 1973. The Arab world continues to refer to this land as *Palestine*—its ancient name.


Nahariyya
Akko
GOLAN HEIGHTS
Northern
Sea of Galilee
Haifa
Tiberias
Haifa
Nazareth
Hadera
Netanya
Nablus
Herzliyya
Tel Aviv Yafo
WEST BANK
Tel Aviv
Ramla
Central
Ashdod
Jerusalem
Jerusalem
Ashqelon
Bethlehem
Gaza
Hebron
Dead Sea
GAZA STRIP
Rafah
Beersheba
ISRAEL
Dimona
Oron
Southern
Mizpe Ramon
Yotvata
Elat
Gulf of Aqaba

Record

Multiple Choice

Circle the letter of each correct answer.

1. In the ____________ countries you will find desert, mountains, and coastal land.

   a. Maghreb
   b. Mediterranean
   c. Middle East

2. Neither Egypt nor Libya has a ____________ economy; Egypt has the Nile River, and Libya has oil.

   a. stable
   b. diversified
   c. healthy

3. Typical Mediterranean agricultural crops include ____________ .

   a. cotton, oil, and natural gas
   b. barley and wheat
   c. olives, grapes, citrus fruits, dates, and figs

4. The Suez Canal, controlled by Egypt, connects the ____________ .

   a. Red Sea and the Persian Gulf
   b. Mediterranean Sea and the Red Sea
   c. Red Sea and the Atlantic Ocean

5. Cairo is ____________ and Africa's largest city.

   a. Egypt's
   b. Libya's
   c. Maghreb's

6. North Africa includes ____________ .

   a. Egypt, Libya, and the Sahara Desert
   b. Algeria, Tunisia, Morocco, Israel, and Saudi Arabia
   c. Egypt, Libya and the Maghreb—Algeria, Tunisia, and Morocco

7. The largest nation on the Arabian Pennisula is __________ .

   a. Israel
   b. Saudi Arabia
   c. Turkey

8. Israel is a __________ nation in the Fertile Crescent.

   a. Jewish
   b. Islamic
   c. Protestant

9. Saudi Arabia is the center of the religion of __________ .

   a. Jewish people
   b. Arabs
   c. Islam

10. The king of wealthy Saudi Arabia enforces the laws of the __________ , the holy book of Islam, on the residents.

    a. Mohammed
    b. Medina
    c. Quran

11. __________ can decide how much oil to export from the region and how much to charge for it.

    a. OPEC
    b. Quran
    c. The country's king or president

12. __________ , with its successful industries, has the most prosperous economy in the Fertile Crescent.

    a. Turkey
    b. Israel
    c. Ottoman Empire

13. The Bosporus and Dardanelles straits are important because they __________ .

    a. belong to Turkey
    b. are narrow bodies of water
    c. are the entranceway into Eastern Europe

Read

Connections: The U.S. and North Africa and Southwest Asia

Two particular interests have connected the U.S. to the political affairs in North Africa and Southwest Asia: Oil and Israel. The U.S. is dependent on oil from this region. However, the U.S. has been in disagreement and conflict with the Arab world on the issue of Israel. The U.S. has continued to buy oil from nations with whom it has sharp political disagreements.

Oil: The Lifeblood of the Economy in the United States

Mount Amiri in the Negev Desert of Israel

Much of the oil Americans import is from this region. When governments of OPEC are unstable, or when OPEC reduces exports and raises prices, the economy in the U.S. suffers. For example, in the 1970s, OPEC reduced its exports to the U.S. Gas stations could sell only a limited amount of gasoline to their customers. The price per gallon of gasoline was much higher than it had been. And lines to drive into gas stations often stretched for blocks.

This experience made most Americans aware of their dependence on oil from this region. Consider how quickly the economy would stop if there were no oil. Trucks and planes could not ship goods. People who could not take mass transit would be stranded. Many factories would shut down.

Israel: An Unpopular Cause in the Arab World

The U.S. has continually supported the existence of Israel and is an ally—or friend—to this small nation. The U.S. has given money and arms to Israel. This position has, of course, made the U.S. unpopular in most of the Arab world. Although some Arab nations have gone to war against one another, when it comes to the subject of Israel, they are almost totally united.

Some foreign governments and some Americans want the U.S. government to pressure Israel to return some of its land to displaced Palestinians. A treaty has only recently been signed by Israel and the Palestine Liberation Organization (PLO). The PLO is a political group that is recognized by much of the world as the representative of Palestinians.

Record

Multiple Choice

Use the chart below to answer the questions that follow. Circle the letter of each correct answer.

Comparing Populations

Region	Population in Millions	Average Income per Person	Life Expectancy	Literacy Rate	People per Passenger Car
United States	240	$16,555	74	99	1.9
North Africa and Southwest Asia	300	$2,000	54.4	47	55.0

1. Compared to the United States, the population of North Africa and Southwest Asia is ____________ .
   - a. higher
   - b. about the same
   - c. lower

2. The average person in North Africa and Southwest Asia earns about ____________ less per year than the average person in the United States.
   - a. $130
   - b. $1,300
   - c. $14,000

3. People in the United States live about ____________ years longer than do people in this region.
   - a. 20
   - b. 30
   - c. 40

4. The literacy rate of the people of this region is about ____________ of the literacy rate of the people in the United States.

   a. one-fifth
   b. one-half
   c. one-tenth

5. In the U.S. there is a car for every ____________ people.

   a. 9
   b. 55
   c. 2

6. The average income in the U.S. per person is about ____________ times greater than it is in North Africa and Southwest Asia.

   a. six
   b. eight
   c. nine

7. Compared to the United States, the standard of living in this region is ____________ .

   a. much higher
   b. about the same
   c. much lower

Read

Special Focus: The Influence of Religion

No study of North Africa and Southwest Asia is complete without considering the influence of religion. About 1,200 years ago, the religious followers of Islam began spreading their religion throughout North Africa and Southwest Asia. Within 100 years, Islam had spread into parts of Africa, Europe, and Asia. Today, most people in North Africa and Southwest Asia practice Islam. It is the most powerful influence in the lives of the people in this region.

Vocabulary

Allah
Five Pillars
mosque
Ramadan

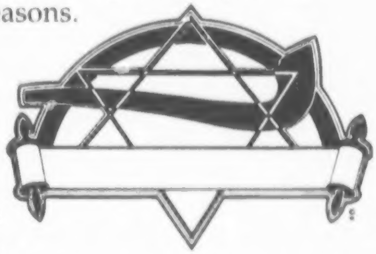
What is religion? All cultures hold particular sets of beliefs. Beliefs are based on strongly held feelings about issues and events in the lives of people. They include the attitudes and values people have about what types of behavior are good or bad. Religions often make these beliefs into a code of laws that govern the people. Religions also include a belief in a supreme, or higher, being or a group of supreme beings.

Religious beliefs give people an explanation about the origin, or beginning, of mankind. They provide reasons why humans exist, and they give a purpose to life. Most religions also give believers a way of explaining death, and what will happen to them after death.

Throughout history, humans have developed many different religious beliefs. Some have been very simple—others extremely complex. But they all have some features in common. Each one has a set of important beliefs and sacred, or holy, writings or teachings. They have places for worship and people who serve as teachers about the religion.

For centuries, North Africa and Southwest Asia have been a center of religious thought. The early civilizations developed strong beliefs about powerful gods and goddesses that controlled their lives. They believed that some gods brought the rain and the sun; others brought good crops and good fortune. Some were believed to cause birth and death, and to reward upright living or punish bad deeds. These religious beliefs of a group influenced every aspect of its culture.

Religious enthusiasm remains extremely strong among the peoples of North Africa and Southwest Asia for many reasons. First, three of the world's most important religions began in this region. They are Judaism, Christianity, and Islam.



Followers of Judaism and Islam, for example, have fought for the right to live in a land that the Jewish people call *Israel* and the Muslims call *Palestine*. In Lebanon, which borders Israel to the north, one-fourth of the people are Christians. In 1975 the beautiful capital city of Beirut was nearly destroyed in a civil war that began between Muslims and Christians. Religious conflicts continue even today in this region.

Religious Beliefs in North Africa and Southwest Asia

Judaism: Belief in One God

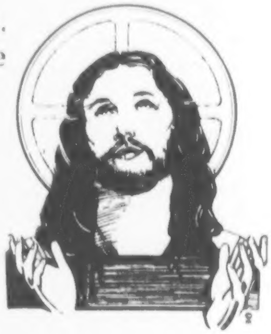
The oldest of the three religions is Judaism. It began over 5,000 years ago in Palestine, the area which is Israel and Jordan today. The religion was first practiced by citizens of Israel who were called *Israelites*, *Hebrews*, and *Jews*. The main belief of Judaism is *monotheism*: There is only one God and He is wise and just.

The Jewish people come from an ancient people called the *Hebrews*. The Jews, or Hebrews, recorded their history in what is now the Old Testament of the Bible. According to the Hebrew Bible, God spoke to the Hebrews through wise men called *prophets*, or messengers from God. The Jews believe their God first talked to Abraham, who established the Hebrew tribe as God's chosen people.

The Hebrews' greatest prophet was Moses. Moses led the Hebrews out of slavery in Egypt. They settled in Palestine, where Jerusalem became an important holy city for the Hebrews. The Hebrew Bible tells how God gave Moses the Ten Commandments. These are laws the Hebrews were commanded to obey. The Commandments say that people should believe in only one God. They should not worship idols or images of other gods. They should honor their parents. They should not murder, lie, steal, or envy others. Hebrew teachings also told of a Messiah, or a savior, who would free them from bondage. These ancient teachings are still followed by the Jewish people.

Judaism does not talk about a life after death, but each person is supposed to live a good life while on Earth. Jews call their places of worship *synagogues* and *temples*. They have special days of celebration based on both religious and historic events. For example, they celebrate the Passover in springtime and Hanukkah in the winter. Israel is where Judaism is practiced in this region, but there are about 18 million followers of Judaism in the world.

Christianity: The Teachings of Jesus



Christianity followed and was influenced by Judaism. This religion also began in Palestine. It is based on the teachings of Jesus, who was born and lived in Jerusalem about 2,000 years ago. The followers of Jesus believe that he is the Messiah God had promised to send to the Jews. Christians believe that Jesus is the true Son of their God.

Christianity also is monotheistic, or teaches there is only one God. Their God is wise, loving, and forgiving. Christians are supposed to love their God and their fellow persons. Christians follow the same Ten Commandments as the Jews do. Unlike the Jews, however, they believe they will enter heaven when they die if they have expressed faith in Jesus.

The Christian's sacred book, or Bible, has two parts. The first part is the same as the Jews' Old Testament. The second part is the New Testament, which contains a history of Jesus' life and his teachings. Christians call their holy places *churches* and *cathedrals*. They celebrate the birth, death, and resurrection, or return to life, of Jesus. The birth of Jesus is celebrated at Christmas; His death and resurrection are celebrated at Easter.

Christians are made up of two main groups called *Catholics* and *Protestants*. There are few practicing Christians in North Africa and Southwest Asia, but worldwide there are over two billion.

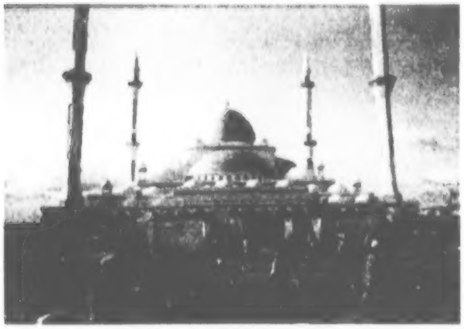
Islam: Allah and the Five Pillars

The newest of these three religions is Islam. Mohammed was the founder of Islam. He lived in Mecca, in what is now Saudi Arabia, about 1,200 years ago. Mohammed claimed to receive a series of messages from God, whom he called ***Allah***. He recorded his thoughts in the Quran (Koran), the holy book of Islam. The Quran provides detailed guidelines about how Muslims should live their lives.

Muslims believe there is only one God, Allah, who is pure and perfect. Mohammed is regarded as an important prophet of Allah. Islam acknowledges the importance of both Judaism and Christianity. It names Abraham, Moses, and Jesus as other important prophets. They recognize both the Old and the New Testaments.

Islam dictates that Muslims have several important duties. They must observe the **Five Pillars**, or major beliefs, of Islam. The Five Pillars are the following: (1) Muslims must often repeat the basic beliefs of Islam; (2) Muslims must pray five times a day facing Mecca; (3) Muslims must practice charity, or give to the poor; (4) Muslims must fast, or go without food, at certain times; and (5) Muslims must at sometime in their life make one visit, called a *pilgrimage*, to Mecca, the holy city of Islam.

Muslims believe they will be judged by Allah when they die. If they have lived a good life, they will live forever with Allah.



A Muslim Mosque

Islam's place of worship is called a ***mosque***. The Muslim calendar indicates when certain celebrations are to take place. One holy celebration is **Ramadan**, a time when Muslims fast from dawn to sunset for 30 days. The city of Jerusalem, important to both Jews and Christians, also is a holy site for Muslims because it is believed that Mohammed ascended to Heaven from there. Although North Africa and the Middle East are the center of Islam, there are about 200 million followers of Islam in other parts of the world.

Followers of Islam have strict rules that regulate the lives of the people. They are not allowed to drink alcohol, smoke, or gamble. Women often do not have the same rights as men. In some countries, men and women are not allowed to associate with each other outside the home. Women must wear long clothing and veils over their faces, and they are not allowed to drive cars. Severe punishments are given to Muslims who break the laws of Islam.

Muslims do not always agree with one another. Some want their traditional ways to continue; others want change more in keeping with the modern, Western world.

Record

Completion

Refer to **Read** *and other sources, if needed, to compare the three major religions that began in Southwest Asia. Write the information in the chart below.*

Comparing Religions

Religion	Founders/Prophet/Teachers	Important Beliefs	Sacred Writings	Places of Worship
Judaism				
Christianity				
Islam				

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Record

Matching

Match each **term** *in the left-hand column with its* **description** *in the right-hand column. Write the correct letter on each line.*

	Term	**Description**
______	1. monotheism	A. the holy book of Islam
______	2. Judaism	B. the belief in only one God
______	3. Bible	C. place where people worship Allah
______	4. church	D. special month of fasting for followers of Islam
______	5. Quran	E. religion of the Jewish people
______	6. mosque	F. the holy book of Christianity
______	7. Ramadan	G. place where Jews worship
______	8. Five Pillars	H. the basic beliefs of Islam
______	9. Muslim	I. religious holiday when Christians celebrate the birth of Jesus
______	10. Christmas	J. a follower of Islam
______	11. synagogue	K. place where Christians worship

Recap

European and Western culture began in North Africa and Southwest Asia. From this region has come many of the ideas, discoveries, and inventions that still influence our everyday lives. No wonder this region is called the "cradle of Western civilization."

Three of the world's most influential religions originated in this region. The oldest of the three—*Judaism*—introduced the idea of one god, or monotheism, to the world. *Christianity*, based on the teachings of Jesus Christ, taught brotherly love.

The youngest of the three religions—*Islam*—continues as the most influential religion in all of North Africa and Southwest Asia. Islam and the teachings of its prophet, *Mohammed*, dominate everyday life for most people in this part of the world.

Although many of the nations in this region share a common religion and language, two issues cause conflict among them: oil and Israel.

Some of these countries have large reserves of oil. Their wealth has improved their standard of living and their political influence in the region and the world. Some of the countries, however, have few natural resources and continue as poor and undeveloped nations.

Israel, a Jewish state, has long been at war and conflict with the *Arab world*. Some of its Arab neighbors, however, have recently begun negotiating peace treaties with Israel. Other Arab countries are against peace with Israel.

The physical geography of North Africa is dominated by the Sahara Desert. It is the largest desert in the world, equal in size to the entire United States. This desert stretches almost across the entire width of North Africa. Most of the Sahara is bone dry and receives no rain or only a few inches each year. However, there are *oases*, or places where water is found. Most of the towns, villages, and cities found in North Africa have been built around oases. The largest oasis in North Africa is the Nile River Valley.

The Atlas Mountains in the northwest of Africa block the moist winds from the Mediterranean Sea. This moisture then falls along the coast and never reaches the Sahara Desert.

Southwest Asia is dominated by highlands, the Arabian Peninsula, and the Fertile Crescent. The highlands are mountains in the northern arc of Southwest Asia. Moisture from these mountains feeds the Tigris and Euphrates rivers, the two most important waterways in Southwest Asia.

The Arabian Peninsula is a large flat land with steep sides, much like a tabletop. Much of the peninsula is desert. Saudi Arabia is the largest country on the peninsula. To the north of the peninsula is the Fertile Crescent. It contains fertile lands in the shape of a partial moon. Parts of Iraq, Syria, Lebanon, Israel, and Jordan, and parts of the Tigris, Euphrates, and Jordan rivers are located here.

Many of the people in North Africa and Southwest Asia are subsistence farmers—they are able to grow only enough to feed their families. They work hard and remain poor. Many farmers have been forced to go to the cities in search of work. Some of the cities are badly overcrowded and many of the people live in poverty and poor health.

Reflect

Completion

Read the key statements below. Write three sentences that prove, explain, or illustrate each statement. Use **Read** *and other sources, if needed.*

A. Judaism, Christianity, and Islam have a very strong and sacred connection to the city of Jerusalem in present-day Israel.

1. ____________________

2. ____________________

3. ____________________

B. Wealth from the sale of oil has been used by some governments to turn deserts into modern cities.

1. ____________________

2. ____________________

3. ____________________

C. The Arab world has been united by a common language and religion, and has been divided by oil and the state of Israel.

1. ____________________

2. ____________________

3. ____________________

Review

Identification

Write the correct vocabulary term for each definition below.

____________________ 1. ancient city in Palestine; a holy city to Jews, Christians, and Muslims

____________________ 2. one of the nomadic groups of the deserts of North Africa and Southwest Asia

____________________ 3. the supplies of petroleum in the ground

____________________ 4. growing of crops for sale in the marketplace

____________________ 5. a sacred book of the Hebrew or Jewish people

____________________ 6. an ethnic group descended from the Hebrews who practices Judaism

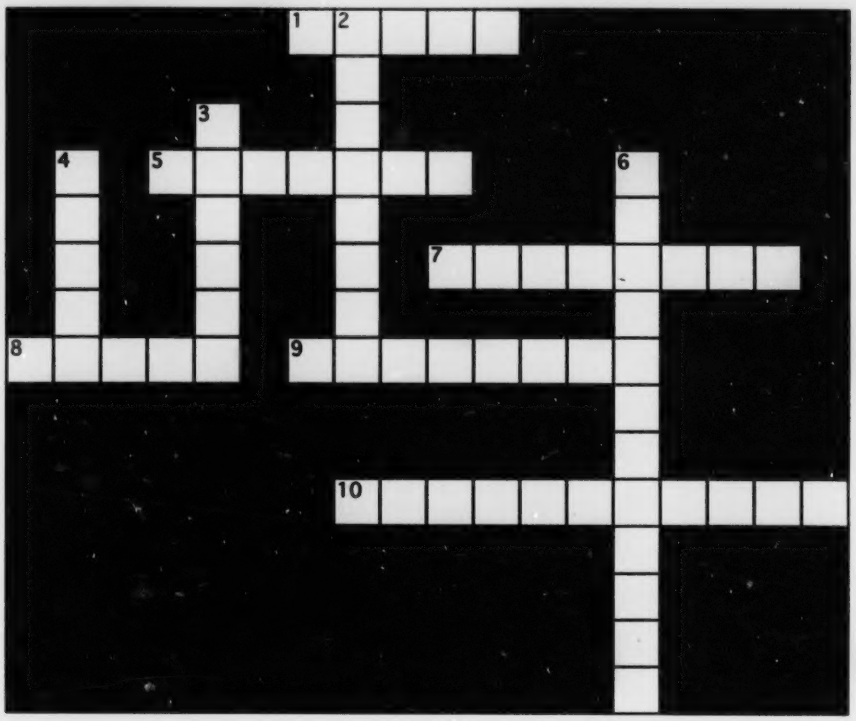
____________________ 7. culture region of North Africa and Southwest Asia; most inhabitants speak and write Arabic or related languages and practice Islam

____________________ 8. sacred book of Islam; also called *Koran*

Replay

Solve

Use the following clues to solve the crossword puzzle below.



Across

1. sacred book of Christians
5. religion of the Jewish people
7. system of government in which a king or monarch rules
8. religion begun by Mohammed; dominant religion of North Africa and Southwest Asia
9. income from either taxes paid to a government or money earned by a business
10. strong support for the self-rule of one's country

Down

2. to provide dry land with water from pipes, ditches, or sprinklers
3. a person who practices Islam
4. fertile spot in the desert where water comes to the surface
6. religion founded on the teachings of Jesus Christ

Africa South of the Sahara

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Remember

Vocabulary

Study the vocabulary terms below.

apartheid	government policy of the legal separation of races in the Republic of South Africa; intended to help the "white" race maintain its control and privilege
archeologist	scientist who studies the remains of human cultures
colonial powers	governments that establish and control colonies, or settlements, in foreign lands
Coloureds	name given to people of mixed ancestry in the Republic of South Africa
course	a manmade or natural path through which water flows
cradle of humanity	name given by scientists to Africa because the ancestors of the first humans are believed to have lived there
desertification	the process by which drought and overgrazing by animals causes the desert to expand into neighboring grasslands

drought	a long period without rainfall or with too little rainfall
Equatorial Africa	an area in Africa that is crossed by the Equator; also known as *Central Africa*
escarpment	a very steep cliff or slope
ethnic group	a group of people who share a common background and way of life
Great Rift Valley	a large trench that stretches from Ethiopia into Southern Africa
Horn of Africa	an area in northeast Africa shaped like a triangle, or an animal's horn or tusk
infrastructure	the roads, rails, communication systems, hospitals, and other systems that people use to improve their standard of living
kingdom	a system of government in which a king or monarch rules
rift valleys	depressions in the earth where the earth has pulled apart; rift valleys are found for more than 6,000 miles down the east coast of Africa
Subsaharan Africa	the region of Africa south of the Sahara Desert to the Cape of Good Hope

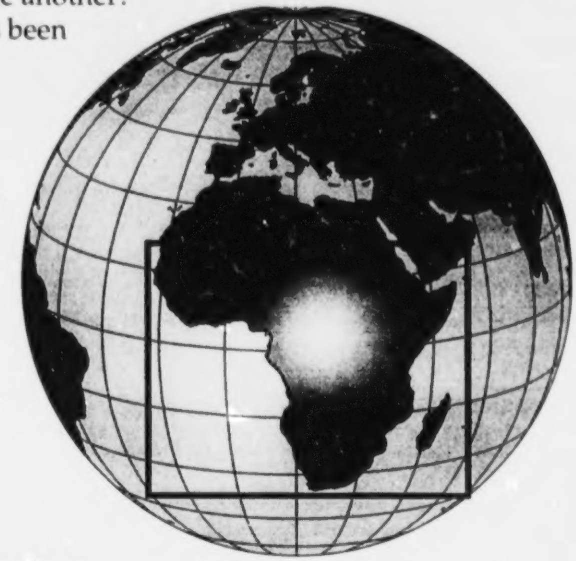
Read

Introduction

Most of North Africa, as you learned, is dominated by the Sahara Desert—the world's largest desert. This giant desert serves as a natural border between people and cultures. The world of North Africa is an Arab world. Its culture is steeped in the religion of Islam, and it is tightly connected to Southwest Asia.

The world to the south of the Sahara Desert is quite different from North Africa. This land is called ***Subsaharan Africa***. Whereas in North Africa there are four or five main cultural groups, in Subsaharan Africa there are more than 2,000 different cultural groups! Whereas in North Africa there are three or four main languages, in this region there are more than 800 different languages and dialects spoken.

How could so many cultural groups and languages develop in one region? How could so many different cultural groups remain separate from one another? One cause of this separation has been the geographical extremes in Subsaharan Africa. Dramatic landforms, water bodies, and climate in many parts of this region have made it difficult for some cultural groups to travel long distances and mix with other cultural groups. For example, stunning rapids and falls along many of the river systems cannot be navigated by larger boats. Lack of water in dry areas also makes long journeys impossible.



In addition, many cultural groups have chosen not to mix with other cultural groups. They have worked to maintain their customs and traditional ways of life.

The diversity of life in Subsaharan Africa was further complicated by the influence of outsiders—Arabs and Europeans. Arabs eventually made their way across the Sahara to trade with and influence this region. Europeans came in search of diamonds and other valuable resources. They introduced different languages, religions, and customs. They also colonized the land and enslaved many of the people.

Today this region is changing more rapidly than any other region in the world. All of the countries in this region have gained independence from foreign nations. The many nations that now compose this region are still very young—most have become independent since World War II. These developing countries are learning how to peacefully govern their people and land. Many of these nations are just beginning to develop their rich bounty of mineral resources.

The physical geography of Africa is unlike every other continent in at least one important way. It does not have long ranges of mountains or large bodies of water that separate one region from another. There are, however, other changes in physical geography that can be used to divide Subsaharan Africa into four areas: West Africa, Central Africa, East Africa, and Southern Africa.

Preview: West Africa

West Africa looks like a bulge on the map. Its landmass *bulges* into the Atlantic Ocean. It extends from the southern edge of the Sahara Desert in the north to the Gulf of Guinea in the south. Its western border is the Atlantic Ocean and it stretches east to the country of Sudan.

West Africa is the most populated of the four areas. Most of the people in West Africa live in its southern coastal area. Nigeria in West Africa is Africa's most populous nation. The northern part of West Africa is dry and difficult to live in.

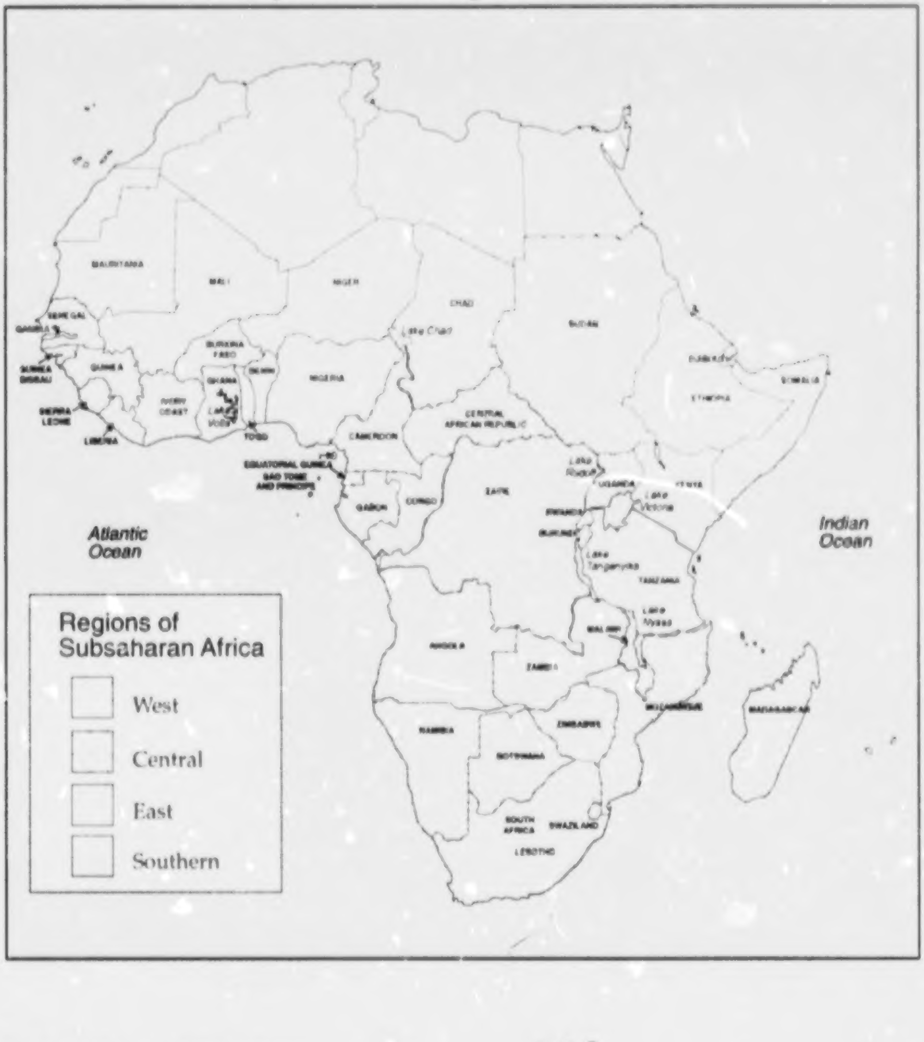
Preview: Central Africa

Central Africa is often called ***Equatorial Africa*** because it lies across the Equator. The countries of this area border the Atlantic coast on the west and extend to the large lakes region in East Africa.

Central Africa is made up of one large country, Zaire, and six smaller countries: Gabon, Equatorial Africa, Congo, Cameroon, Central African Republic, and the island nation of São Tomé and Príncipe. Zaire, the former Belgian Congo, dominates Central Africa in size, population, and development.

Preview: East Africa

Much of East Africa is a highland. Volcanic mountains rise from a plateau. The plateau is also cut by giant **rift valleys**, or long depressions in the earth. Its eastern border is the Indian Ocean, and much of its western border is a series of lakes. The countries of East Africa are Ethiopia, Sudan, Somalia, Djibouti, Kenya, Tanzania, Uganda, Burundi, and Rwanda.


Atlantic Ocean
Indian Ocean
Lake Chad
Lake Victoria
Lake Tanganyika
Lake Nyasa
Regions of Subsaharan Africa
West
Central
East
Southern

Lake Victoria is the largest lake in Africa. It is at the heart of East Africa. With few mineral resources, most East Africans work the land to survive. East Africa, however, often has periods of very little rainfall.

Preview: Southern Africa

Southern Africa is shaped like a triangle at the southernmost area of the African continent. Southern Africa includes all of the countries south of Zaire and Tanzania. They are Angola, Malawi, Zambia, Zimbabwe, Mozambique, Namibia, Botswana, Swaziland, Lesotho, the Republic of South Africa, and the Madagascar and Comoro islands.

Most of this area is a plateau with some steep slopes along its edge. It also includes the Namib and Kalahari deserts. Southern Africa has the richest mineral deposits of any area on the continent of Africa.

History of Africa: Newly Emerging Nations

According to scientists, at one time all the landmasses on the earth formed one giant continent they refer to as *Pangaea*. Africa formed the core of this ancient landmass. Over 200 million years ago, the earth's plates began shifting. Over time, huge sections broke away and formed the other continents. Africa, at the center, kept the approximate shape we see today.

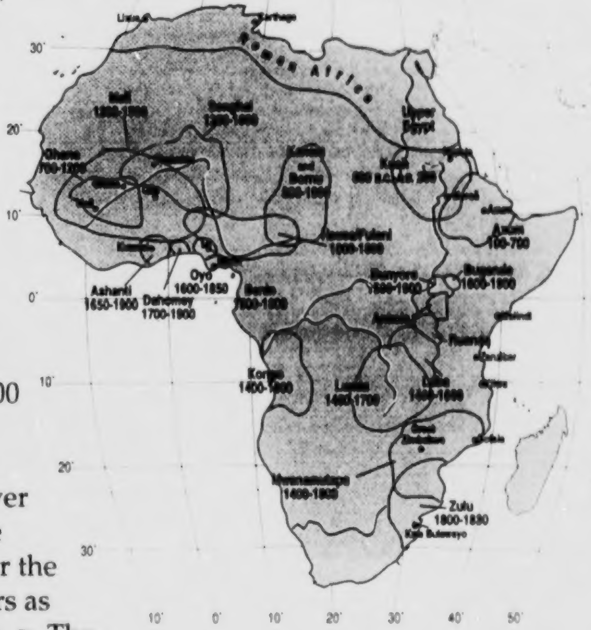
Africa: The Beginning of Humanity

Archeologists study the remains of human cultures. They also study the origins of humans. In the **Great Rift Valley** of East Africa scientists have discovered bones, tools, and even footprints of our ancient ancestors cast in volcanic ash. Some of these bones are over five million years old. Africa is the only place on the earth where such ancient bones have been discovered. For this reason scientists consider Africa the **cradle of**

humanity. They believe the migration of people, over a long period of time, resulted in the settlement of the other continents on the earth.

Some of the descendants of early humans remained in Africa, where they eventually built great **kingdoms**. Around 7,000 years ago, kingdoms existed in northeastern Africa near the Nile River valley. Great cities were built in West Africa near the Senegal and Niger rivers as early as the 8th century A.D. The Africans carried on trade and commerce as far away as the Arab world. Contact with the Arabs led to the spread of Islam in the savanna regions immediately south of the Sahara. Other kingdoms and cities grew up in Central and Southern Africa.

Early African Kingdoms



Colonial Powers Invade: Europeans Take Control of Africa and Enslave Its People

In the 1500s, European explorers and settlers began to arrive on the coasts of Africa. Some of them were looking for farm lands. Others, however, were looking for workers to send to the plantations and mines of the Americas. African slaves became the major source of labor in the Americas.

European merchants bought slaves from African leaders who lived along the Atlantic coast. The slaves were transported to America from ports that extended south along the west coast of Africa. This sad chapter of African, American, and European history lasted more than 300 years before it ended. As many as 30 million persons were captured and forced into slavery.

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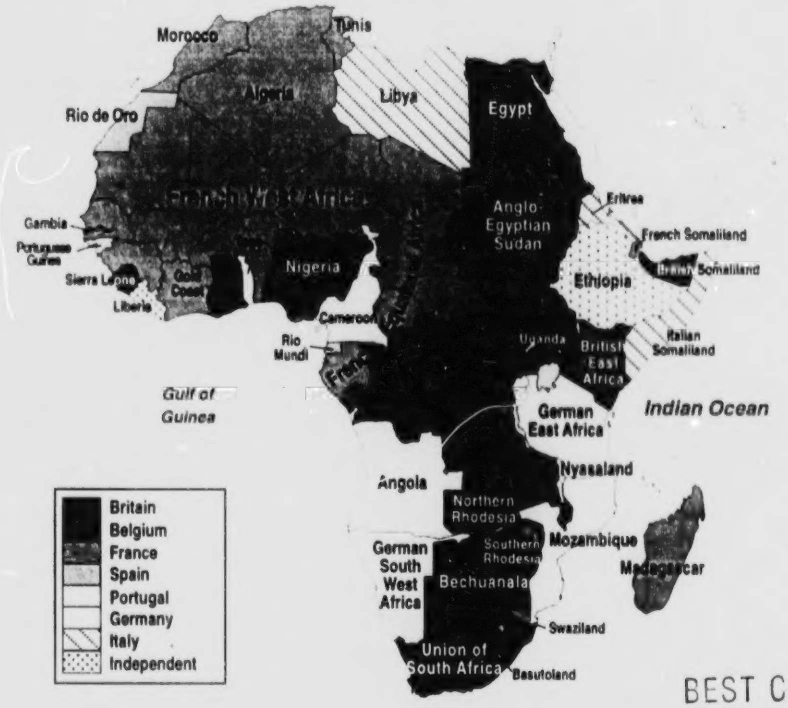
In the 1700s, Europeans began to explore and settle the interior of Africa. Africa was known to the rest of the world as the *unknown continent*. Exploring and mapping its interior was a huge undertaking. Europeans ran into at least four obstacles. (1) They couldn't enter from the Sahara Desert in the north. (2) They had trouble entering the rivers because of the deltas and sandbars at the mouths of the rivers. (3) Once on the rivers, they couldn't sail over the falls or through the many rapids. And (4), the African people were generally hostile to these foreigners who had enslaved them.

In addition to these obstacles, Europeans also faced difficult landscapes, climates, and diseases. However, their desire for wealth and to increase their empires drove Europeans to make progress into the African interior. They began mining the rich mineral resources, including diamonds, gold, and copper. In 1884, a conference of powerful European leaders drew boundary lines across the map of Africa. They divided the continent among themselves. By 1914, Africa was dominated by the **colonial powers** of Europe. White settlers controlled the land and ran the governments. The European powers ignored the desires and needs of the native African population.

European Colonies in Africa, 1913



Morocco
Tunis
Algeria
Libya
Egypt
Rio de Oro
French West Africa
Gambia
Portuguese Guinea
Sierra Leone
Liberia
Gold Coast
Nigeria
Anglo-Egyptian Sudan
Eritrea
French Somaliland
British Somaliland
Ethiopia
Italian Somaliland
Cameroon
Rio Mundi
Uganda
British East Africa
Gulf of Guinea
German East Africa
Indian Ocean
Angola
Nyasaland
Northern Rhodesia
Southern Rhodesia
Mozambique
Madagascar
German South West Africa
Bechuanaland
Swaziland
Union of South Africa
Basutoland
Britain
Belgium
France
Spain
Portugal
Germany
Italy
Independent

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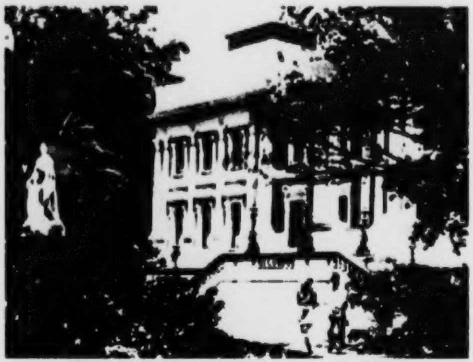
Colonial rule continued until the end of World War II in 1945. Soon after, Africans began to demand that their lands be returned to them. Several years of warfare between Africans and Europeans resulted in independence for the African nations. By the end of 1993, every African nation had gained freedom from its colonial ruler.

Developing Nations: The Difficult Growth of Young African Nations

An underdeveloped nation has few factories or industries and exports its resources in their raw form. Its **infrastructure** is weak or absent. For example, diamonds are shipped in the form in which they are mined. They are neither processed into the drill bits used by industry nor cut into a form ready for use in jewelry. This is done in places in Europe, Israel, and the United States. Most of the nations in Subsaharan Africa are considered underdeveloped. However, they are beginning to gain momentum in their progress. Perhaps in the near future, this region will have more developing nations than any other region in the world.

Developing Governments. Almost all of these nations were established and ruled by foreigners. When they gained independence, these nations were inexperienced in running a government. Bringing the people of each nation together under a single government will take cooperation. Many of the people in each nation are more loyal to their own traditional group than to a centralized government. Each group has distinct customs and often a distinct language. These differences have often caused civil wars as groups fight for representation in the newly formed governments.

In many African nations whites have tried to maintain their control of government. Consequently, conflict between Whites and Blacks still remains. It will take education and time for all people in Africa to begin cooperating.



The South African Parliament Building

One major problem most African nations face is the low rate of literacy of their citizens. Although colonial powers did establish some schools, few Africans were formally educated. Today, most nations still do not have enough formally educated citizens to run governments and industry. Only recently—since their independence—have Africans begun literacy programs to educate all of the people.

Record

Agree or Disagree

Study the map, European Colonies in Africa, 1913, *on page 138, and write* **agree** *or* **disagree** *in front of each statement below.*

________ 1. By 1913, Africa had been divided into European colonies.

________ 2. The two European countries that controlled the most land were Britain and France.

________ 3. Italy had no colonies in Africa.

________ 4. Most of France's colonies were south of the Equator.

________ 5. The only country that did *not* become a European colony was Ethiopia.

________ 6. The United States had three colonies in Africa.

________ 7. Most of Africa was colonized by France.

________ 8. Most of Southern Africa was colonized by Italy.

Record

Completion

Complete each sentence using terms from **Read** *and the vocabulary list. Write the correct term on each line.*

1. Africa was once the center of a giant landmass called

   ____________________ .

2. The remains of the earliest ancestors of humans have been found in the ____________________ of East Africa.

3. Because the ancestors of humans are believed to have first lived there, scientists refer to Africa as the " ____________________ ."

4. The culture region of ____________________ is located south of the Sahara Desert.

5. Some Africans became followers of ____________________ , the religion founded by the prophet Mohammed.

6. ____________________ are scientists that study the remains of human cultures.

7. For many years, Africa was dominated by European

   ____________________ powers.

Read

Physical Geography

Africa is the second largest continent in the world—only Eurasia is larger. The continent of Africa is three times the size of the United States. It stretches across one-fifth of the earth's land surface. The continent of Africa is often divided by scientists into two regions: North Africa, which you read about in the previous unit, and the focus of this unit, Subsaharan Africa.

Subsaharan Africa is bordered on the west by the Atlantic Ocean. Its eastern boundary is the Indian Ocean. In the northeast, the Red Sea divides Subsaharan Africa from the Arabian Peninsula. Across the north, the great Sahara Desert separates Subsaharan Africa from the region of North Africa.

Sand Dunes of the Great Sahara Desert

The continent of Africa has an unusual shape. In the northwest, it bulges into the Atlantic. In the northeast the land has a triangular shape like a huge animal horn. In fact, this area of land is called the ***Horn of Africa***. Below the Equator, it has the appearance of a large peninsula.

The prime meridian divides Africa between the eastern and western hemispheres. Most of Africa, however, is in the eastern hemisphere. Half of the continent lies in the northern hemisphere, and half of the continent lies in the southern hemisphere. Africa is the largest landmass in the world that is so squarely positioned astride the Equator.

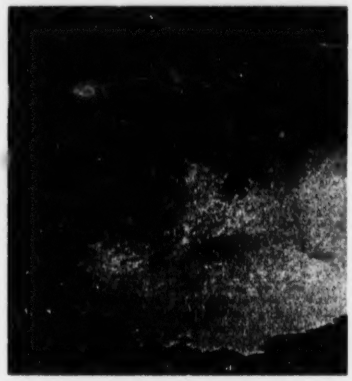
The greatest part of Subsaharan Africa is in the low latitudes, or the tropics. The latitude that is called the *Tropic of Cancer* (23½° N) crosses through the northern region, and the *Tropic of Capricorn* (23½° S) crosses through the southern part of the continent. Only the southern tip of Africa extends into the middle latitudes. Its location in the latitudes greatly influences the climate and vegetation.

Landscape: A Giant Plateau

Subsaharan Africa lies atop a great plateau. Almost the entire region is from 1,000 to 5,000 feet above sea level.

Central Africa. At the center of this giant plateau the land dips. This depression is composed mostly of the Zaire River basin. The Zaire River runs through Central Africa. Central Africa is drained by this huge basin that extends into five countries. Rising from this basin are highland regions. Looking down on this landscape, the depression would look like the center of a giant saucer. The rest of the saucer that surrounds the depression is mostly plateau that extends in all directions. The plateau of Central Africa is interrupted by mountains in the east, which rise to almost 17,000 feet.

East Africa. The Subsaharan region does not have the long mountain ranges that run nearly from coast to coast on continents such as North and South America, and in Eurasia. There is, however, a gigantic rift system that runs from the Jordan Valley and Red Sea in the north through Ethiopia and south into Southern Africa. A rift valley is actually a large trench with steep walls. It is created by the shifting of the earth's crust. (This gigantic rift valley is called the *Great Rift Valley.*)



A View of the African Rift

Mount Kilimanjaro

A few tall peaks such as those of Mount Kilimanjaro in Tanzania and Mount Kenya in Kenya rise almost 20,000 feet in East Africa. Located near the Equator, the mountains actually are high, snowcapped volcanoes.

West Africa. West Africa has the largest area of coastal lowland in the region. These coastal areas have mangrove swamps, in which the mangrove tree seems to be growing in water. Florida also has many mangrove swamps. Moving inland from the coastal lowlands, the land rises into plateaus which vary little in elevation. In the eastern part of West Africa, the Tibesti Mountains in Chad rise 11,000 feet.

Southern Africa. Along the edge of the plateau in Southern Africa there are steep cliffs. These cliffs or steep rock faces are called ***escarpments***. In Southern Africa, the escarpment has been named the *Great Escarpment*. The Drakensburg Mountains are a part of the escarpment. From this high elevation, the land drops more than 10,000 feet to narrow coastal lowlands.

European Settlers Called the Mountains **Drakensburg** *or* **Dragon Mountains** *Because They Resembled a Dragon's Back.*

Water Bodies: Long, Narrow Lakes and Wandering Rivers

At one time, the basin in the interior of Africa was filled with water and was a great, inland sea. Over millions of years, the basin was drained by rivers. Where this great sea once was, only smaller lakes now exist. Most African lakes are long and narrow. They lie in deep trenches, or rift valleys. Scientists believe that the Red Sea was created as the Arabian Peninsula tore away from Africa.

Africa's river systems are dramatic. The four major rivers—the Zaire (formerly known as the *Congo*), the Zambezi, the Nile, and the Niger in the west—drain the giant plateau in this region. These four rivers begin in high ground and drop quickly toward the coastal plains. Few of the rivers, however, follow a direct **course**, or path, to the seas. For example, the Nile River begins in the highlands of Central Africa. It follows a wandering course northward until it reaches the Mediterranean Sea. The Zaire River also begins in the interior highlands. It flows northward, then takes a western route to the Atlantic Ocean. The Niger River begins in the highlands near the Atlantic coast. It flows northward into the Sahara, then cuts back south and finally drains into the Atlantic Ocean.

Bukungu Fishermen Cast Nets to Catch Fish on the Nile.

What causes the strange courses of the rivers across the continent? The rivers once drained into large inland basins. As sand and silt filled the basins, the rivers overflowed the banks. Gradually, the rivers carved new channels as they flowed toward lower elevations. Today, the rivers twist and turn in different directions until the water finally reach the oceans.

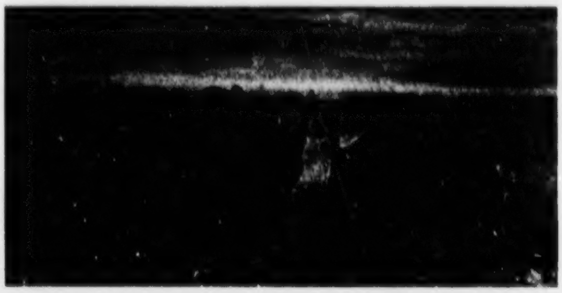
The rivers are very long and many have waterfalls and rapids. Except for parts of the Nile, none of these rivers can be navigated by large vessels.

Climate: Hot and Dry or Hot and Wet

Most of Subsaharan Africa lies in the tropics, or low latitudes. The climate in the tropics is generally hot. The lands in Equatorial Africa—those lands near the Equator—are hot and wet tropical rainforests. Temperatures become cooler, though not cold, and rainfall becomes less abundant as you move away from the Equator. Rain varies greatly in this region. Some areas get too much; some areas get too little. Some areas are drenched in rain for half the year and bone dry for the other half of the year.

Rainforest. The rainforest of Subsaharan Africa is at the center of this region. It is similar to the rainforest you read about in the Amazon of South America. It is always hot and rainy. This climate breeds mosquitoes that pass malaria and yellow fever to people.

Savanna. Most of tropical Africa, however, is *not* rainforest. It is savanna, or grasslands. Savannas border the rainforest to the north, east, and south. This climate moves from one extreme to the other. The summers are rainy and very wet. The winters are dry and dusty. All year long the temperature is hot. (The Everglades in South Florida also has a savanna climate.) Food as well as water is often scarce in the dry winters.



Rhinos in the Fragile Grassland Habitat—African Savanna

The tsetse (teet-see) fly breeds abundantly in the savannas. The tsetse fly passes the deadly sleeping sickness to people and cattle. Consequently, people cannot raise cattle well throughout this vast climate region. The large animals we associate with Africa live in the savannas, including lions, elephants, giraffes, zebras, and antelopes.

Desert. There are two large desert areas in Africa. The Sahara in the north and the Namib and Kalahari deserts in the south. A large, dry, semi-desert region called the *Sahel* (say-heel) reaches from east to west through the northern part of Subsaharan Africa. Some places in the Sahel have not seen rain in 20 years. A combination of **drought**, or lack of rain, and overgrazing of the lands has worn out the soil. This is causing **desertification** to occur. *Desertification* means that the desert is spreading from the Sahara. It is difficult for humans and animals to live in the Sahel. Hundreds of thousands of people have died from famine in the Sahel. Others have been forced to move away. Valuable cattle herds have also died from lack of grasses and water.

The Makgadikgadi National Park in the Kalahari Desert in Botswana

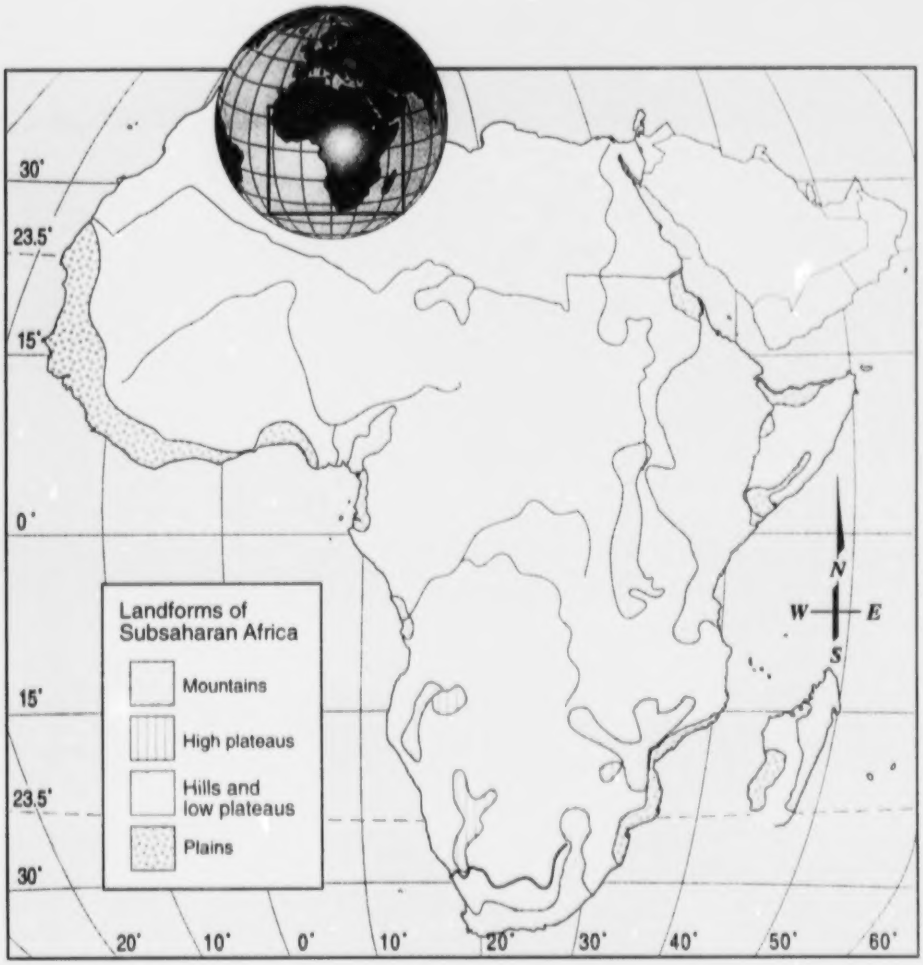
The Namib Desert lies along the southwestern coast. The cool ocean currents make this desert cool, dry, and foggy. It has very little plant or animal life. The Kalahari Desert is in Botswana at the center of Southern Africa. Parts of the Kalahari get enough rainfall to sustain some grasses and shrubs. In some areas, rain water is stored in the deep, sandy soils. As a result, people and animals can survive in the Kalahari. The San or Bushmen lived successfully in the Kalahari for thousands of years before the Europeans arrived.

501

Record

Mapping

Complete the map below by following the instructions on the next two pages.


30°
23.5°
15°
0°
15°
23.5°
30°
20°
10°
0°
10°
20°
30°
40°
50°
60°
N
W
E
S
Landforms of Subsaharan Africa
Mountains
High plateaus
Hills and low plateaus
Plains

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1. *Color the map to show the land elevations listed below.*

Elevation	Landform	Color
above 5,000 ft	mountains	red
5,000-10,000 ft	high plateaus	brown
500-5,000 ft	hills and low plateaus	yellow
0-500 ft	plains	green

2. *Use an atlas to help you label your own map with each of the physical features listed below.*

Coordinates		Physical Features
0°	20°E	Zaire River basin
10°N	40°E	Horn of Africa
20°S	45°E	Madagascar
30°S	30°E	Drakensberg Mountains
35°S	18°E	Cape of Good Hope
3°S	34°E	Lake Victoria
1°S	36°E	Mount Kenya (17,058 ft)
4°S	37°E	Mount Kilimanjaro (19,340 ft)

3. *Using your atlas, find these features. Write the approximate coordinates of each feature on the lines provided.*

Kalahari Desert—________________

Lake Nyasa—____________________

Lake Tanganyika—________________

Mozambique Channel—____________

4. *Label these major water bodies on your map.*

Atlantic Ocean
Mozambique Channel
Mediterranean Sea
Indian Ocean
Red Sea

5. *The rivers listed below empty into the oceans near the coordinates given. Find the rivers, and label them on your map.*

River	Coordinates	
Niger River	6°N	8°E
Zaire River (Congo)	6°S	14°E
Nile River	31°N	33°E
Kosai River	6°S	14°E
Orange River	28°S	16°E

Record

Multiple Choice

Circle the letter of each correct answer.

1. Most of Africa lies atop a great ____________ .

   a. hill
   b. plateau
   c. mountain

2. Madagascar is located ____________ .

   a. west of the mainland of Africa
   b. south of the mainland of Africa
   c. east of the mainland of Africa

3. Mount Kenya and Mount Kilimanjaro are near the ____________ .

   a. Tropic of Cancer
   b. Equator
   c. prime meridian

4. Victoria, Tanganyika, and Malawi are the names of ____________ in Subsaharan Africa.

   a. lakes
   b. mountains
   c. rivers

5. The river that flows northward and empties into the Mediterranean Sea is the ____________ .

   a. Senegal
   b. Nile
   c. Orange

6. The continent of Africa is ____________ the United States.

   a. much smaller than
   b. much larger than
   c. about the same size as

7. The __________ runs through Ethiopia and south into Southern Africa.

   a. Atlas Mountains
   b. Great Rift Valley
   c. Drakensberg Mountains

8. Just south of the Sahara Desert is a semi-desert region called the __________ .

   a. Atlas Mountains
   b. Sahel
   c. Namib

9. Africa is divided almost in half by the __________ .

   a. Equator
   b. prime meridian
   c. Tropic of Capricorn

10. Most of Africa is located in the __________ hemisphere.

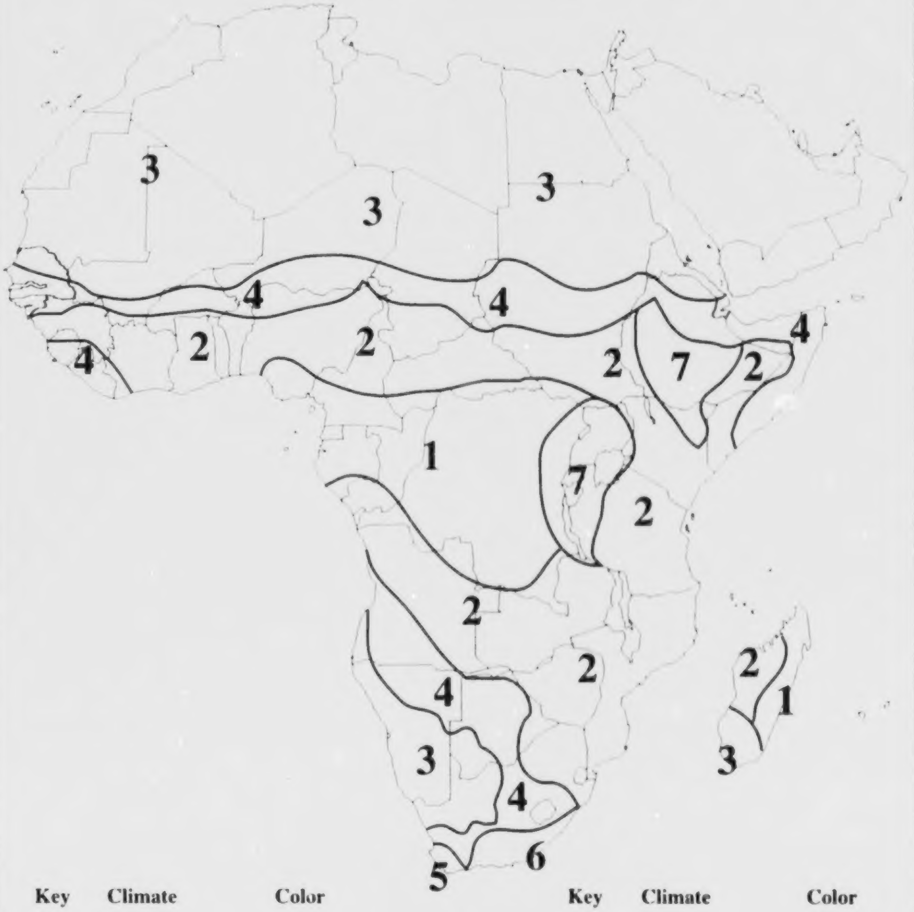
    a. western
    b. northern
    c. eastern

Record

Mapping

Color the map below to show the climate regions of Subsaharan Africa. Use the color key provided at the bottom of the map.

Climates of Subsaharan Africa



Key	Climate	Color
1	tropical rainforest	dark green
2	savanna	tan
3	desert	orange
4	steppe	yellow
5	Mediterranean	brown
6	humid subtropical	light green
7	vertical	pink

Record

Making Inferences

Check (√) each statement below which is most likely true, based on the information you have read.

________ 1. Areas along the Equator have hot temperatures and heavy rainfall.

________ 2. The best regions for growing crops are in the desert.

________ 3. Most rainfall occurs along the Equator.

________ 4. Wild animal herds live in the savanna.

________ 5. People living at the southern tip of Africa enjoy warm, dry summers and mild, wet winters.

________ 6. Temperatures are cooler in places with a vertical climate.

________ 7. Northern Africa experiences winter when southern Africa is enjoying summer.

Read

Economic Geography: Nations Weakened by Conflict, Corruption, and Harsh Environment

The economies of Subsaharan Africa are nearly as diverse as its people. A survey of workers in its economy would reveal a range from farmers plowing their ground with the age-old wooden hand tools of their ancestors to workers on modern oil wells. However, no matter what the work may be, two factors have continued to influence the economies of this region: foreign rule and corrupt governments.

Foreign Rule: The Influence Continues

Within the many countries in this region are a wide variety of cultural groups. One experience that all these groups share is the experience of European colonial rule. Although these nations are now independent, the influence of foreign rule continues.

Most of the present political boundaries were drawn by European leaders without regard for the physical geography or people. Political lines often divided cultural groups among the countries. Often one group was forced to live with others that the group considered their enemies. After independence, groups often battled—and still battle—in civil wars that have left hundreds of thousands of Africans dead.

Colonial rulers treated the native Africans poorly and, in general, failed to train them to participate in government. When Africans gained the right to self-rule, few were prepared to manage the difficult affairs of state.

A Gambia Market Weaver

The influence of foreign rule, then, can be seen as one important cause of the poor and failing economies within many African nations. Civil wars and lack of cooperation between countrymen waste lives and resources. Efforts and money that could improve the country are often used for warfare.

Corrupt Government: The Misuse of Power

Many Africans feel deeper loyalty to their cultural group than to the nation as a whole. Often, when the government of a nation has been controlled by one cultural group, it has favored its own group and persecuted or mistreated other groups. In some cases the government has tried to kill all of the members of other groups.

Some government leaders have shown loyalty only to themselves. They have spent the tax revenue as if it were their own. They have wasted millions of government dollars on unnecessary personal projects instead of building roads, schools, and health clinics.

The misuse and abuse of government power severely weakens a nation's economy. A few people will gain wealth as the masses remain in poverty. Without first developing honest and stable governments, most nations cannot develop economies that serve the workers. Workers will suffer from poor health and a low standard of living.

Developing Industry: A Need for Skills and Infrastructure

When Africans gained independence, they lacked the skills to develop and run industries, including the mining of their rich mineral resources. In addition, African countries lacked an infrastructure. They did not have the roads and railways to transport people, resources, and goods. They also lacked the schools to train and educate their citizens. It may take more than the few decades of self-rule before the people in these nations are able to develop profitable businesses and industries.

The lack of transportation systems is another gap African nations must close to raise their standard of living. The colonial powers built roads and railroads to transport resources from the interior of Africa to the coast. Ships then carried the resources to the mother country. Most of the roads and railroads do not connect one country with another. Therefore, African nations have found it difficult to trade with one another.

A Central African Market

A Land of Many Resources

In spite of a history of foreign rule, in spite of corrupt governments and civil wars, in spite of harsh climates and too little or too much rain, in spite of all of these problems, Subsaharan Africa has the potential to develop stronger economies. Why? It is generally a region of valuable resources.

Minerals. This region is one of the world's richest in mineral resources. Much of the region's wealth comes from mining. Copper and cobalt, manganese and bauxite, iron and uranium—these are just a few of the minerals mined in this region. Gold and diamonds are also valuable resources found in Southern Africa. And oil has been discovered in West Africa.

The Transvaal Diamond of Victoria

Until recently, most of the profits on mineral resources in this region were made by foreign companies and countries. The local countries now have control of the mines and profits from these minerals. However, there have been costs for the gains made in this part of the economy. Many Africans have given up their traditional farming to move to villages set up by mining companies. These workers have begun to earn wages and have become consumers.

Forests. One-third of Subsaharan Africa is covered by forests. From these forests come many valuable products. Some of the medicines we use are found in the plants and vegetation in these forests. Many valuable hardwoods, including mahogany and ebony, are harvested here. Unfortunately, these rainforests are disappearing as their trees are cut and the land is cleared for timber, farming, and grazing. Many scientists believe that the health of people, animals, and land will suffer as these rainforests disappear.

The Ngorongoro Crater in Northern Tanzania Is an Extinct, Collapsed Volcano Forming a Natural Refuge for Animals.

Animals. When you think of Africa, you probably think of exotic animals that most of us only get to see in the zoo or on television. In this region there are more different kinds of animals than in any other region of the world. Many of these animals are in danger.

Some may even become extinct. The main dangers are poachers who kill them for profit and from other people who destroy the places where they live. Biologists call these places *habitats*. Thousands of African elephants have been killed for their tusks, and thousands of black rhinoceroses have been killed for their horns, which are more valuable than gold. The shy mountain gorilla is nearly extinct. Only several hundred remain in their rapidly shrinking forested mountain habitat.

Within the last few decades, many countries and concerned organizations have begun to protect Africa's animals. They have developed game preserves where tourists pay to see—not kill—these marvelous creatures. In addition, governments have begun to help poachers find alternative ways of earning their living.

Falling Water. That's right—falling water is a valuable resource. Harnessing the many falls that are part of the river systems with hydroelectric dams can provide people with the energy they need to industrialize and modernize. The region is still dependent on outside fuel sources such as oil, but slowly it is beginning to produce enough energy to meet its needs.

Victoria Falls in Pretoria

The Traditional Economies: Farmers, Herders, and Hunters and Gatherers

Farming. Most Africans continue to survive through subsistence farming. Farming in many areas of this region is difficult or impossible. In the north and the south the deserts cannot be farmed. Some people have cleared the rainforest for farming. The rain is plentiful there, but the rain also washes necessary nutrients from the soil.

In the savannas, groups such as the Hausa are able to farm by catching water during the rainy season in trenches they build in the fields. This water is then used during the dry season.

Farmers also lack fertilizers and so they must rotate the land they use to grow crops. If they use the land for too long, it will not have enough nutrients to continue to produce crops. In addition, most people still farm with the tool their ancestors used—a wooden hoe.

Some areas in Subsaharan Africa do have naturally fertile soils. The highlands in East Africa, for example, have fertile soil which is used to grow coffee, tea, tobacco, and sugarcane. These crops are among the cash crops Africans grow for sale and export. Cotton, cacao (used to make chocolate), peanuts, rubber, and sisal are also cash crops in many areas.

Herding. Herding animals, like farming, is restricted by land and climate. Another factor is crucial in Africa: the distribution of the tsetse fly, which transmits African sleeping sickness to cattle and people. The tsetse fly exists throughout Equatorial Africa, in most of West Africa, and primarily along the coast in East Africa, making cattle raising impossible in these areas.

The Masai and other traditional herders are restricted to relatively narrow fly-free zones. Wealth among the Masai is measured not in dollars or stocks and bonds or even in real estate but in cattle and other livestock. They drink milk and blood from their cattle, but only slaughter them on special occasions. When a woman marries, she receives cattle from her husband and his villagers. These cattle form the beginning of her herd, which she cares for and holds in trust for her sons.

Mosai Homes in Botswana

Hunters and Gatherers. This form of life is the most ancient and traditional way of surviving. Until about 10,000 years ago all people on Earth survived by hunting, fishing, and gathering of wild plant foods. One of the few remaining hunting and gathering groups in Africa is the Efe. This group, sometimes called by the offensive name of *pygmies*, are nomadic hunters and gatherers in the rainforest.

The Efe have lived in the rainforests of Central Africa for thousands of years. Hieroglyphic writings of the Efe have been found in Egyptian tombs. They often trade their meat and honey with farmers. Their language has been lost. Today they speak the language of the neighboring farmers. Warfare is unknown among the Efe. Harmony and cooperation are very important to them. The children call all adult women in their group mother and all adult man father. They call all the other children brother and sister. The children of all ages play together, and they build elaborate children's villages where they sleep apart from their parents.

Record

Fill in the Blanks

Use the word list below to complete the following statements. Write the correct answer on each line.

tsetse fly
foreign
rainforest
hunting
civil wars
game preserves
loyalty
tax revenue
mineral
economies
political boundaries
corrupt government

1. Nearly all of the land in Subsaharan Africa was once ruled by ____________________ governments. These governments drew ____________________ that created the countries that now exist.

2. The borders created by foreign countries often separated the members of a cultural group. Within countries different groups have often fought for control of the newly formed governments. These occurrences have led to some long and bloody ____________________ .

3. Most of the countries in Subsaharan Africa are populated by different cultural groups. In the governments of some of these nations, leaders have shown more ____________________ to their own group than to the interests of the whole nation.

4. Some leaders have kept the ____________________ to increase their own personal wealth. Such illegal activities have created a ____________________ in some nations in Subsaharan Africa.

5. Because of the cost of civil wars and corrupt governments, many nations in this region have weak or failing ____________________ .

6. Many countries, however, have rich ____________________ resources, including diamonds, gold, tin, and bauxite.

7. Many countries also have a large variety of magnificent animals. To protect these animals from poachers, some governments have set up ____________________ .

8. The ____________________ in Central and West Africa passes sleeping sickness to cattle. Therefore, herding is limited to parts of Africa where this disease does not occur.

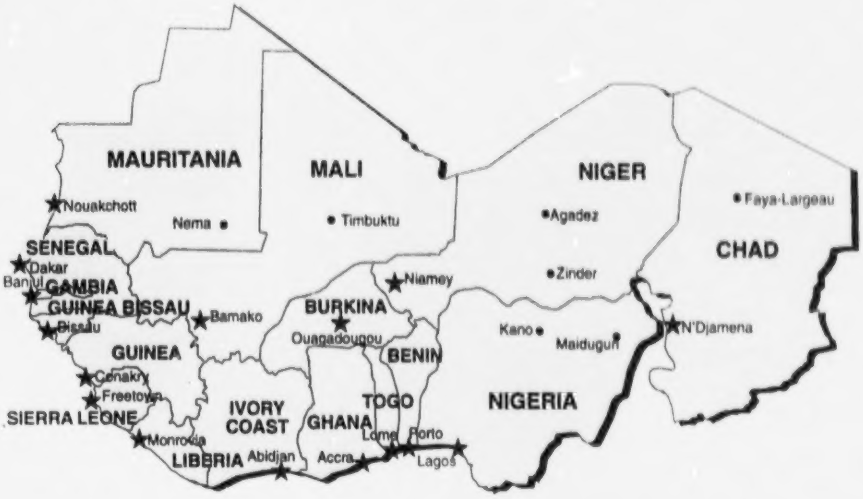
9. The oldest way of life in Subsaharan Africa is ____________________ and gathering. One ancient group which still practices this way of life is the Efe.

10. The Efe live in the ____________________ of Central Africa.

Read

A Closer Look: West Africa

West Africa occupies the southern two-thirds of what geographers call Africa's *bulge*. In West Africa there are many cultural groups and languages. West Africa is the most populous region within Subsaharan Africa. The people in the northern part of this area have a long history of contact with the Arab world. The Arab world spread Islam through the northern two-thirds of West Africa, and today many West Africans practice the religion of Islam. Along the coast, however, the European influence was stronger, and many of these West Africans are Christians.


MAURITANIA
MALI
NIGER
CHAD
Nouakchott
Nema
Timbuktu
Agadez
Faya-Largeau
SENEGAL
Dakar
Banjul
GAMBIA
GUINEA BISSAU
Bissau
Bamako
Niamey
Zinder
BURKINA
Ouagadougou
Kano
Maiduguri
N'Djamena
GUINEA
Conakry
Freetown
SIERRA LEONE
Monrovia
LIBERIA
IVORY COAST
Abidjan
GHANA
Accra
TOGO
Lome
BENIN
Porto
Lagos
NIGERIA

Many West Africans retain strong ties with their early African heritage. Many ancient kingdoms existed in this area, including the Mali, Songhai, and Ghana kingdoms. One of the most important early cities—Timbuktu—was located in Mali. In the 14th century this city was a center of education and science, as well as trade and commerce.

When Europeans colonized West Africa, they named many of the countries according to the resources they discovered. So, for example, Europeans named the area rich in ivory the *Ivory Coast*. They called what is now Ghana with the descriptive name of *Gold Coast*. They took many slaves from Togo and Benin and so called these countries the *Slave Coast*.

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West Africa has some rich oil deposits. Most West Africans, however, make a living by farming, fishing, or trading. Markets are an important feature of life in West Africa. People obtain necessities, and a few luxuries, through local and regional markets. Women are active traders in the markets of West Africa.

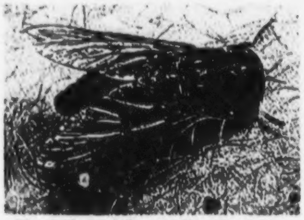
The Northern Region: The Sahara and the Sahel

The northern region of West Africa contains the semi-desert Sahel. Some years the land receives rain and some years droughts prevail. During years of rainfall, the land is overgrazed. Overgrazing, along with droughts and poor soil, have caused desertification. The Sahel is turning into desert as the Sahara grows larger. Thousands of people as well as livestock have died in recent decades as a result of droughts in the Sahel.

A View of the Sahel—Northwest Africa's Semi-Desert

The northern region includes Mauritania, Senegal, Gambia, Mali, Burkina Faso, Niger, and Chad. People living here have tried to adapt their life to the harsh climate. They survive by raising cattle and subsistence farming. However, the Sahel countries are among the poorest in the world.

South of the Sahel: Savannas and Rainforests



The Infected Tsetse Fly Causes 25,000 New Cases of Trypanosomiais or Sleeping Sickness Each Year.

South of the Sahel is a region of savannas and forests that receives more rainfall than the desert or semidesert. Countries in this sub-region include Guinea-Bissau, Guinea, Sierra Leone, Liberia, Ivory Coast, Ghana, Nigeria, Togo, and Benin. Although this region gets rain, much of the area is infested with the tsetse fly. This insect, which breeds in the wetlands, carries the disease called *sleeping sickness*. The disease kills both people and animals.

Along the Atlantic coast and extending into the heart of Africa is a region of tropical rainforests with high temperatures and daily rainfall. The people living in the coastal forests were the first to have contact with the Europeans and to be affected by the slave trade.

A Yoruban Drummer Heats the Drum Head of the "Ikoko" to Raise the Pitch before the Festival.

Nigeria. With more than 80 million citizens, Nigeria is the most populous country in all of Africa. Nigeria is a complicated ethnic mix. In the southwest are the Yoruba, a people with a long history of agriculture and urbanization. In the west are the Ibo, another group with a long history before the arrival of Europeans. Many of the Nigerians in the south are Christians. In the north are traditionally Muslim groups such as the Hausa and the Fulani. In spite of these differences, Nigeria has so far survived as a unified state.

Yoruban Villagers Dance in Celebration of the Festival of "Ishan-Ekiti."

Nigeria is the largest oil producer in Subsaharan Africa, and one of the largest in all of Africa. It is the second largest supplier of oil to the United States. It has used income from its oil to develop its industries, which include textile manufacturing, food and metal processing, and auto assembly.

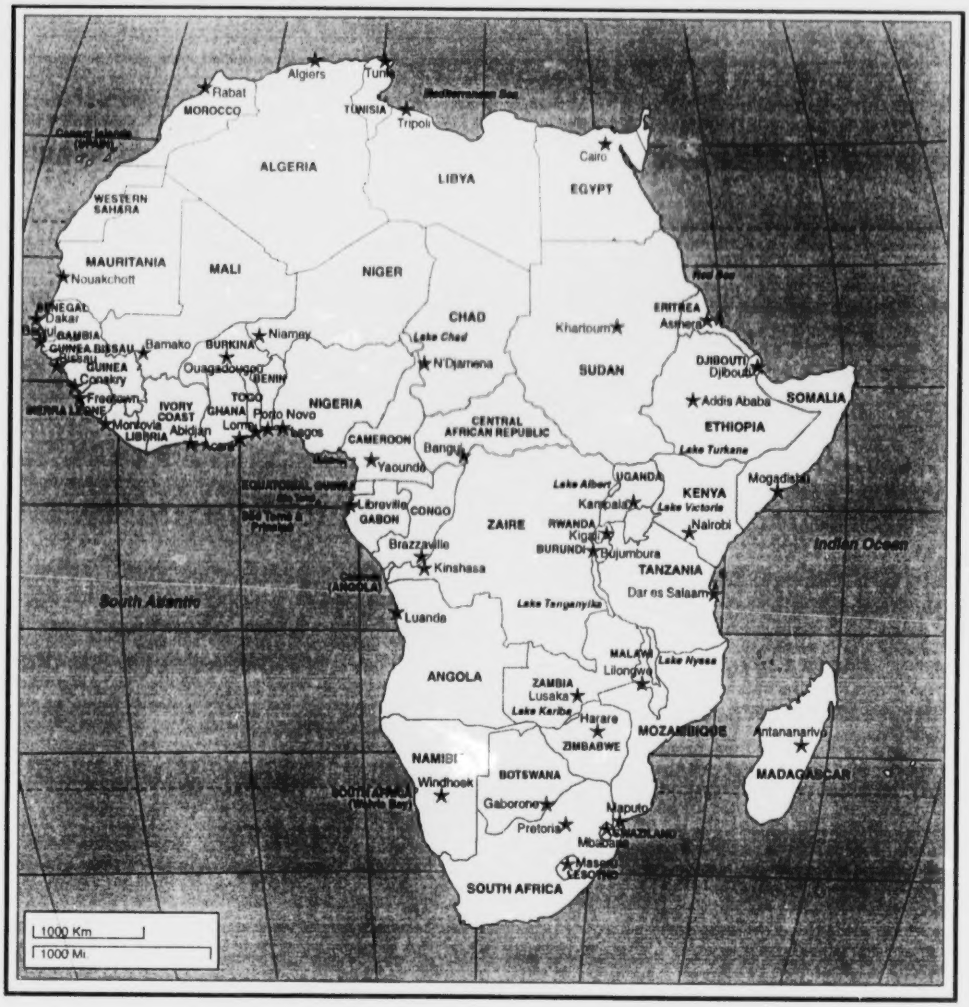
The government of Nigeria is similar to that of the United States in some ways. Its president is elected by the people. Its government also includes a Senate and a House of Representatives, as does the government of the United States. In an effort to unite the country's different cultural groups, the president is chosen from the Hausa-Fulani group and the vice-president is chosen from the Ibo group.

Nigeria is not without problems. As recently as 1995, the President of Nigeria had eight people who criticized the government put to death. One of the victims was a Nobel Prize winning poet.

Record

Completion

Use the map below or on page 161 to complete the chart on the next page. Write the name of each capital city on the correct line.



Rabat
MOROCCO
Algiers
Tunis
TUNISIA
Tripoli
Mediterranean Sea
Canary Islands (SPAIN)
ALGERIA
LIBYA
Cairo
EGYPT
WESTERN SAHARA
MAURITANIA
Nouakchott
MALI
NIGER
CHAD
Red Sea
ERITREA
Asmera
Khartoum
SUDAN
SENEGAL
Dakar
GAMBIA
GUINEA BISSAU
Bissau
GUINEA
Conakry
Freetown
SIERRA LEONE
Monrovia
LIBERIA
IVORY COAST
Abidjan
Bamako
BURKINA
Ouagadougou
Niamey
BENIN
TOGO
GHANA
Lome
Porto Novo
Lagos
NIGERIA
Lake Chad
N'Djamena
DJIBOUTI
Djibouti
Addis Ababa
SOMALIA
ETHIOPIA
Lake Turkana
CENTRAL AFRICAN REPUBLIC
Bangui
CAMEROON
Yaounde
EQUATORIAL GUINEA
Libreville
GABON
CONGO
Sao Tome & Principe
Lake Albert
UGANDA
Kampala
KENYA
Lake Victoria
Nairobi
Mogadishu
ZAIRE
RWANDA
Kigali
BURUNDI
Bujumbura
Indian Ocean
Brazzaville
Kinshasa
(ANGOLA)
TANZANIA
Dar es Salaam
South Atlantic
Luanda
Lake Tanganyika
MALAWI
Lake Nyasa
Lilongwe
ANGOLA
ZAMBIA
Lusaka
Lake Kariba
Harare
ZIMBABWE
MOZAMBIQUE
Antananarivo
MADAGASCAR
NAMIBIA
Windhoek
SOUTH AFRICA (Walvis Bay)
BOTSWANA
Gaborone
Pretoria
Maputo
SWAZILAND
Mbabane
Maseru
LESOTHO
SOUTH AFRICA
1000 Km
1000 Mi.

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West African Countries	
Country	**Capital**
1. Mauritania	
2. Mali	
3. Chad	
4. Senegal	
5. Burkina-Faso	
6. Sierra-Leone	
7. Liberia	
8. Ivory Coast	
9. Nigeria	
10. Ghana	
11. Niger	
12. Gambia	
13. Guinea-Bissau	
14. Guinea	
15. Togo	
16. Benin	

List as many landforms, climates, *and* natural resources *as you can find in West Africa.*

1. Landforms: ____________________

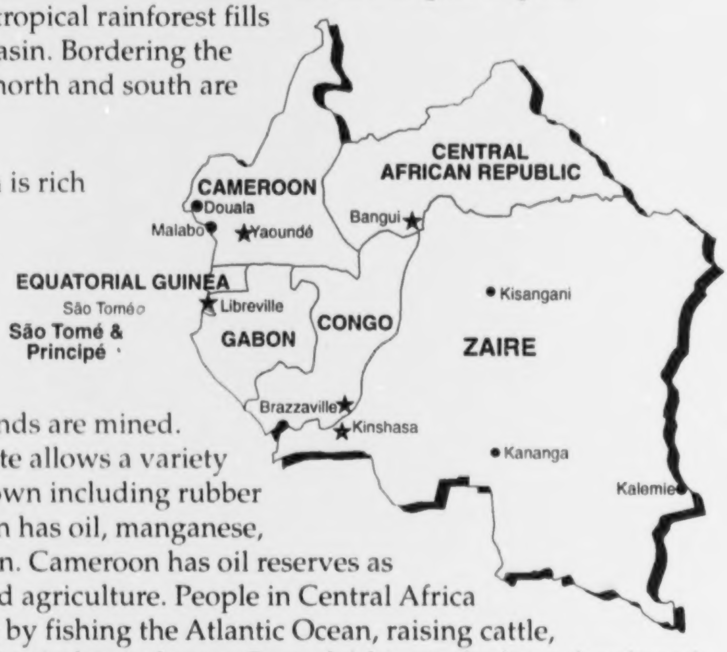
2. Climates: ____________________

3. Natural Resources: ____________________

Read

A Closer Look: Central Africa

The land in Central Africa lies astride the Equator. Because the land elevation is low, this area has one of the world's largest tropical rainforests. This tropical rainforest fills the Zaire River basin. Bordering the rainforest to the north and south are savannas.


CENTRAL AFRICAN REPUBLIC
CAMEROON
Douala
Malabo
Yaoundé
Bangui
EQUATORIAL GUINEA
São Toméo
São Tomé & Principé
Libreville
GABON
CONGO
Kisangani
ZAIRE
Brazzaville
Kinshasa
Kananga
Kalemie

Part of the region is rich in mineral deposits, fertile farmland, and timber. In Zaire, deposits of iron ore, gold, and industrial diamonds are mined. The humid climate allows a variety of crops to be grown including rubber and coffee. Gabon has oil, manganese, uranium, and iron. Cameroon has oil reserves as well as diversified agriculture. People in Central Africa also earn a living by fishing the Atlantic Ocean, raising cattle, and working in the timber industry. Central Africa is the least developed of all the Subsaharan African. Most of its economy is still based on the export of raw materials.

The Zaire River Is the Only Means of Transportation for Local People.

Zaire: Large Area, Few People

Zaire, formerly the Belgian Congo, is the second largest country in Subsaharan Africa. In spite of its large area, its land is sparsely populated. Relatively few people live in the rainforest in the Zaire River basin. This country has rich mineral resources. However, the treacherous landscape and climate of the rainforest makes it difficult to reach these resources. The country also lacks railroads and roads to transport these resources from its interior.

In addition, the Zaire River is not navigable through parts of the country. Like many other rivers in this region, waterfalls and rapids act as obstacles along this river. Goods on ships must be unloaded at the waterfalls and rapids, and then transported by railroad beyond these natural blockades.

After gaining independence in 1960, Zaire was torn for many years by civil war. Finally, a military commander took control of the government. He eliminated, or removed, anyone who opposed him. At the same time, little money was spent to maintain the roads, bridges, schools, and hospitals. In recent years, large numbers of people began to move from the countryside into the capital city, Kinshasa. Kinshasa is one of the largest in Africa. And, like many large cities, it cannot adequately provide housing, food, jobs, or health services to its inhabitants. In the mid-1990s Zaire was again plagued by a dictatorial president and riots in its cities.

Record

Completion

Use the political map of Africa on page 164 or 167 to find the Central African countries listed below. Write the name of each capital city in the chart on the correct line.

Central African Countries	
Country	**Capital**
1. Cameroon	
2. Central African Republic	
3. Equatorial Guinea	
4. Gabon	
5. Congo	
6. Zaire	
7. São Tomé and Principé	

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List as many landforms, climates, *and* natural resources *as you can find in Central Africa.*

1. Landforms: ______________________________

____

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2. Climates: ______________________________

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3. Natural Resources: ______________________________

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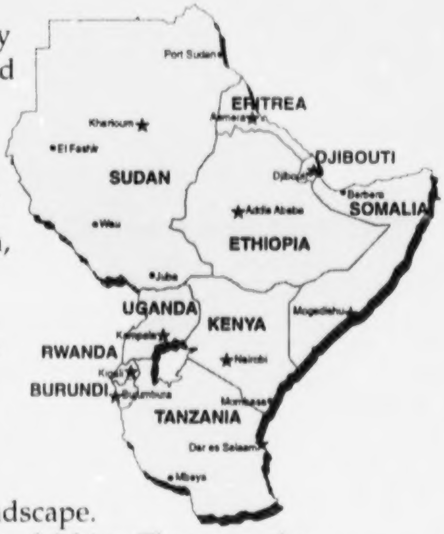
Read

A Closer Look: East Africa


Port Sudan
ERITREA
Asmera
Khartoum
El Fashir
SUDAN
DJIBOUTI
Djibouti
Berbera
SOMALIA
Addis Ababa
Wau
ETHIOPIA
Juba
UGANDA
KENYA
Mogadishu
Kampala
RWANDA
Nairobi
Kigali
BURUNDI
Bujumbura
Mombasa
TANZANIA
Dar es Salaam
Mbeya

East Africa is a highland plateau country punctuated with volcanic mountains and rift valleys. All but four East African countries have coasts on the Indian Ocean, and most of these countries are on or near the Equator. The countries of East Africa are Ethiopia, Sudan, Somalia, Djibouti, Kenya, Tanzania, Uganda, Burundi, and Rwanda. All of these countries except for Ethiopia were once ruled by foreign nations. Ethiopia is an exception in Africa—it has never been a colony of a foreign government.

East Africa has dramatic contrasts in landscape. There are deserts in Sudan and the Horn of Africa. There are also magnificent hills and valleys in the highlands near the coast of East Africa. In the Great Rift Valley in East Africa the earliest remains of our human ancestors have been discovered. West of the highlands are savannas with large game preserves and national parks.

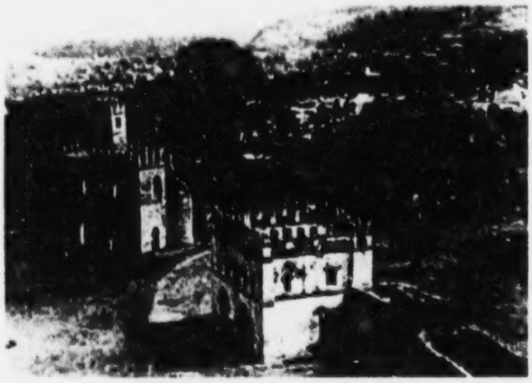
KENYA
Nairobi

Where the Equator crosses East Africa the land is a high and dry plateau. Consequently, there are no tropical rainforests in East Africa. East Africa also contains Lake Victoria, Africa's largest lake. Three countries border Lake Victoria: Uganda, Kenya, and Tanzania. Lake Victoria helps feed the Nile River as it flows northward to the Mediterranean Sea.

Most East Africans are still traditional farmers and herdsmen. Crops such as tea, coffee, and cotton are grown where there is adequate rainfall or water resources. In the moist highlands, the rich soils produce bananas, grapes, and other fruit. East Africa is beginning to develop manufacturing. Tourism is one of the most important sources of income. Tourists often take "safaris" through the game preserves. *Safari* is Swahili for "journey."

Ethiopia: Protected By Inhospitable Landscape

Ethiopia, along with the countries of Djibouti and Somalia, make up the Horn of Africa. The Red Sea, the Gulf of Aden, and the Indian Ocean form their borders to the east. Ethiopia has the largest population in East Africa.



The Highlands of Gondar, Ethiopia

The difficult landscape of Ethiopia has helped make it an independent nation for more than 2,000 years. Its highlands are rugged and difficult to cross. Its Danakil Plains, near the Red Sea, are hot, dry, and inhospitable. Its inhabitants used to cut blocks of salt from its desert floor to trade.

Ethiopia has suffered from famines in both the 1970s and 1980s. Hundreds of thousands of people died from lack of food. In addition, a civil war between Christians and Muslims has resulted in death and devastation. The Muslims want to break away from the Christian-dominated government. Ethiopia has also been warring with Somalia over disputed land. Each country has made claims on land that lies along the sea route of the Suez Canal. This dispute over this strategic land is being watched closely by foreign nations that use the Suez Canal.

Kenya: Land of Safaris

Farming—One of Kenya's Major Economic Industries

Fishing—Another Major Industry of Kenya

South of the Horn of Africa lies Kenya. Between 1895 and 1963 Kenya was ruled by Great Britain. The British established coffee and tea plantations in the highlands of Kenya. Coffee and sightseeing safaris are Kenya's largest industries. Nairobi, Kenya's capital, with over two million people, is East Africa's largest and most modern city. Many world organizations, including many United Nations (UN) agencies, are headquartered in Nairobi. Although Kenya has a diverse and strong economy, its high birth rate threatens its economic well-being.

Record

Completion

Use the political map of Africa on page 164 or 171 to find the East African countries listed below. Write the name of each capital city in the chart.

East African Countries	
Country	**Capital**
1. Sudan	
2. Ethiopia	
3. Somalia	
4. Kenya	
5. Uganda	
6. Burundi	
7. Rwanda	
8. Tanzania	

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List as many landforms, climates, *and* natural resources *as you can find in East Africa.*

1. Landforms: ____

   ____

   ____

   ____

2. Climates: ____

   ____

   ____

   ____

3. Natural Resources: ____

   ____

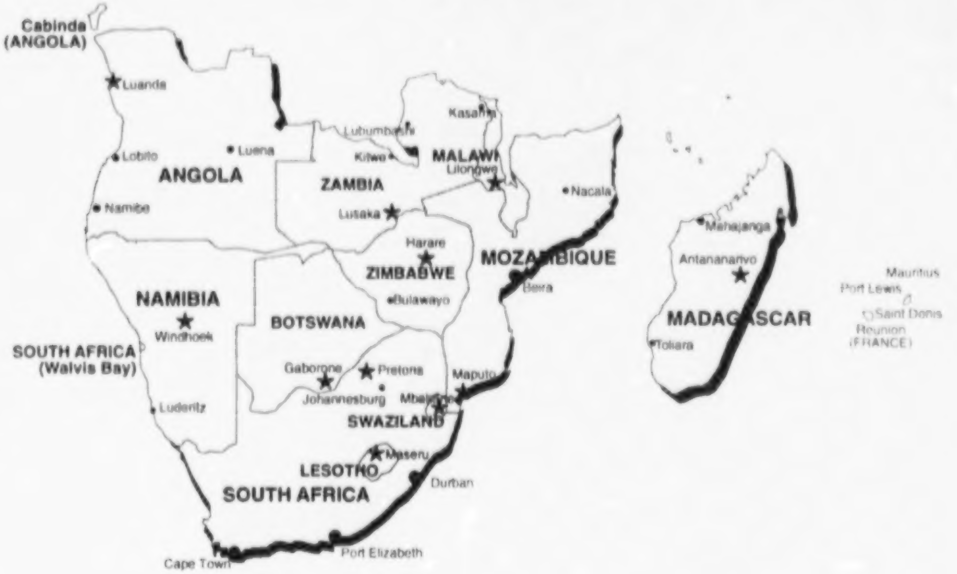
   ____

   ____

Read

A Closer Look: Southern Africa

Southern Africa begins at the edge of the Zaire River basin and stretches as one large plateau to the Cape of Good Hope. Southern Africa contains several major river systems. Among them are the Zambezi and Limpopo—both of which drain into the Indian Ocean. The Orange and Vaal rivers drain westward into the Atlantic Ocean.


Cabinda
(ANGOLA)
Luanda
Lobito
Luena
ANGOLA
Namibe
Lubumbashi
Kitwe
Kasama
MALAWI
Lilongwe
ZAMBIA
Lusaka
Nacala
Harare
ZIMBABWE
Bulawayo
MOZAMBIQUE
Beira
Mahajanga
Antananarivo
MADAGASCAR
Toliara
Mauritius
Port Lewis
Saint Denis
Reunion
(FRANCE)
NAMIBIA
Windhoek
SOUTH AFRICA
(Walvis Bay)
BOTSWANA
Gaborone
Pretoria
Johannesburg
Maputo
Mbabane
SWAZILAND
Luderitz
Maseru
LESOTHO
SOUTH AFRICA
Durban
Cape Town
Port Elizabeth

The people of Southern Africa are very diverse. Most of them are black-skinned with very dark hair and eyes. They belong to a large number of different **ethnic groups,** each with its own traditions and history. Dark-skinned Southern Africans are descended from the original African inhabitants.

More white Europeans settled in Southern Africa during the colonial period than in any other part of Subsaharan Africa. Two main groups, the Dutch and British Africans, are descendants of the European settlers. Migrations of people from Asia brought other ethnic groups to Africa. Over the years, some intermixing of the people has resulted in a group known in South Africa as the **Coloureds**. The great variety of ethnic groups has contributed to racial tensions and conflict in Southern Africa.

Southern Africa contains the richest natural resources of all the regions on the continent of Africa. Minerals like copper, gold, diamonds, platinum, and coal are mined here. Petroleum deposits are found in the Atlantic coastal areas. The climate and soils support a variety of agricultural products. Various fruits including grapes and bananas, sugarcane, and cotton are grown. In addition, tobacco, tea, and coffee are important cash crops. There also is a large dairy and beef cattle industry in Southern Africa.

Not all of the countries or people of Southern Africa benefit from the industrial and agricultural wealth. The majority of the wealth is owned by white Africans or foreign businesses. Under colonial rule, Black Africans were not educated or trained to work as skilled labor. As a result, most of them practice subsistence farming and herding or work as laborers in white-owned industry.

Zulu Signalman at the Germiston Steam Sheds

Since independence, civil wars have been waged in all the Southern African nations. In many cases, foreign powers have taken sides and provided money and arms. These contributions have only expanded the fighting.

For a long time, white Africans controlled some countries. They would not allow black Africans to participate in government or hold well-paying jobs. Black Africans were forced to live in special sections of the countries. The only jobs they could get were as servants to the whites. They could not travel freely in the countryside or cities. This policy of legal racism was known as ***apartheid***.

Today black Africans have the legal right to participate fully in political and economic affairs.

The Republic of South Africa: From Apartheid to Freedom

The history of South Africa is long and rocky. This country was once inhabited by many different cultural groups, including the Khoi (Hottentots), San (Bushmen), Zulus, Swazis, and Basutos. In 1652 Dutch settlers arrived. Then, in 1806, the British decided to extend their empire into South Africa. This began a long conflict between the Dutch and

British. When the British continued their surge north to claim diamond riches, the Anglo-Boer War began. The war lasted from 1899 to 1902, when the British claimed victory. They then created the nation of South Africa.

Nelson Mandela, President of South Africa

For most of this nation's history under the white rule, Black Africans were forced to live in areas called *homelands*. Homelands had poor soil and few minerals. One of the leaders and heroes of Black Africans is Nelson Mandela. After being kept in prison for many years by the white government, he was finally released in 1990. He was elected president of South Africa in the country's first election which included Black voters and Black candidates. Mandela and other Black African leaders have only recently established a democratic government that includes people of all colors.

Madagascar: A Beautiful Island of Disappearing Resources

The Disappearing Baobab of Madagascar

The island of Madagascar is interesting for several reasons. It is the world's fourth largest island. This large landmass separated from Africa about 80 million years ago. The east coast of Madagascar is a narrow plain that is bordered by a steep escarpment. At the top of the escarpment crops are grown in the mild climate and fertile soils.

The earliest inhabitants migrated to the island from Southeast Asia about 2,000 year ago. They brought their language, called *Malagasy*, and their culture. These early immigrants brought Africans to the island to be wives and slaves. Today, there are nearly 20 different ethnic groups that live together on the island. The population is increasing rapidly. Its huge forests are almost gone, and some of the world's most unusual wild animals are facing extinction.

Island Inhabitants Travel through the Forest by Horse-drawn Cart.

Record

Completion

Use the political maps of Africa to find the Southern African countries listed below. Write the name of each capital city in the chart on the correct line.

Southern African Countries	
Country	**Capital**
1. Angola	
2. Zambia	
3. Zimbabwe	
4. Mozambique	
5. Botswana	
6. Namibia	
7. South Africa	
8. Madagascar	
9. Swaziland	
10. Lesotho	

List as many landforms, climates, *and* natural resources *as you can find in Southern Africa.*

1. Landforms: ____

   ____

   ____

   ____

2. Climates: ______________________________ ________________

   ____

   ____

   ____

3. Natural Resources: ______________________________________

   ____

   ____

   ____

Record

Agree or Disagree

Study your maps of Africa and write **agree** *or* **disagree** *in front of each statement below.*

________ 1. At the center of Subsaharan Africa is the Zaire River basin.

________ 2. There are large savannas located both north and south of the Equator.

________ 3. The western border of Mauritania, Senegal, and Sierra Leone is the Atlantic Ocean.

________ 4. The mouth of the Nile River is in Southern Africa.

________ 5. The Great Escarpment and the Drakensburg Mountains extend along Africa's southeastern coast.

________ 6. The Equator divides the continent of Africa almost in half.

________ 7. There are no landlocked countries in Africa.

________ 8. Most of Africa's highlands are located in the eastern part of the continent.

________ 9. The countries of Ethiopia and Somalia make up the Horn of Africa.

________ 10. Zaire, Congo, and Gabon have a desert climate.

Record

Fill in the Blanks

Refer to **Read** *to complete each sentence below. Write the correct term on each line.*

1. At one time, almost all of Africa was under ____________________, or government by foreign power.

2. In South Africa, people of mixed races are called ____________________.

3. The ____________________ named their colonies in Africa according to the resource they took.

4. ____________________ are people who have left their countries to escape dangers such as civil war.

5. Parts of the Sahel, a semi-desert region, are becoming desert because of the overgrazing of the land and ____________________, or lack of rain.

6. Central Africa stretches across the Equator, and so is often called ____________________.

7. An ____________________ group has its own language, religion, and culture.

8. The Republic of ____________________, in Southern Africa, has recently ended apartheid and granted non-whites the right to vote and hold office.

Read

Connections: Africa—a Land and People Entering the Global Economy

The United States has an economy that is interwoven with economies throughout the world. This country sells, or exports, many of its goods to other nations.

The countries in Subsaharan Africa have the potential to become important trading partners with the United States. Africa is a large continent—larger than North America and three times larger than the United States. It has many more people than the United States. It is in the interest of the United States for this region to develop its economy and prosper.

Mineral Resources. Subsaharan Africa is rich in mineral resources. Oil, gold, diamonds, uranium, copper, bauxite, and many other resources have been discovered. Many of these resources are important to American industries.

Much of this region has not yet been fully explored—there may even be other valuable minerals not yet discovered.

Diamond-Bearing Rock in the Big Hole of Kimberley Diamonds, Inc., South Africa.

The Destructive Force of War. Two obstacles have slowed the ability of the people to make the best use of their resources. Conflict between nations and cultural groups has led to lack of cooperation and wars. War and political conflict are destroying, rather than constructing, a healthy economy.

Lack of an Infrastructure. In addition, the lack of peace and the many corrupt governments have kept the people from building an infrastructure. Roads, railroads, airports, hospitals, and schools are essential for the people to build a healthy economy. Without hospitals and medical care they become too sick to work. Without schools they cannot learn the skills necessary to do the work. And without transportation routes, they cannot transport their minerals from the interior of Africa to the ports.

The United States Exerts Influence. The United States has exerted its influence in some of the conflicts in Africa. The United States has, for example, sent troops to Somalia to help end civil war. It used political pressure to help Black South Africans gain their rights from the government.

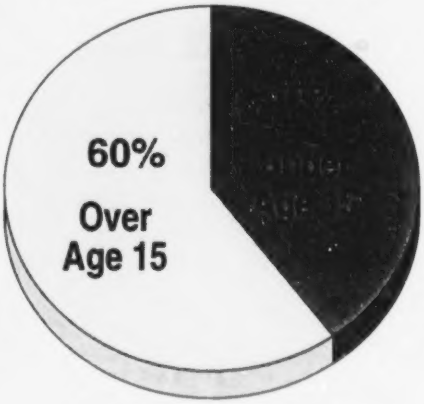
The United States wants to see this vast continent develop peaceful and democratic governments. It hopes that stable and free governments will help African nations raise their standard of living.

Record

Multiple Choice

Study the pie graph below. Then circle the letter of each correct answer to the questions that follow.

Percentage of Africans Under and Over Age 15



1. The pie graph tells ___________ .
   a. how many people there are in Africa
   b. the number of Africans over the age of 15
   c. what percent of Africans are under and over the age of 15
2. According to the graph, the number of Africans under age 15 is ___________ .
   a. greater than the number of Africans over age 15
   b. smaller than the number of Africans over age 15
   c. about the same as the number of Africans over age 15
3. The percentage of Africa's population under the age of 15 is ___________ .
   a. less than half of the total population
   b. twice as large as the population over age 15
   c. about one-fourth of the total population

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4. There are ____________ more people over the age of 15 than under the age of 15.

   a. 30 percent
   b. 20 percent
   c. 10 percent

5. Based on the graph, you would predict that the growth rate of Africa's population ____________ .

   a. will decline
   b. will remain the same
   c. will increase

Read

Special Focus: Africa's Population Explosion

One of the biggest problems facing Africa is its **population explosion**. The term *population explosion* describes the rapid increase in the number of people in an area. Africa has the highest rate of population growth in the world. In 1950, Africa's population was about 222 million. By 1990, it had tripled to 661 million. Scientists expect the population to reach 800 million by the year 2000.

Vocabulary

famine
population explosion
status

Why Has the Population Exploded?

Why has Africa's population grown so rapidly? One reason is that people are living longer. Because of the improvement in health care, many Africans have survived diseases and injuries that would have been fatal in the past. Another reason is that more children are surviving birth. It is the custom in Africa and in many other parts of the world where people make a living by farming for women to bear many children. A woman's **status**, or importance, is based on her ability to bear children.

A Typical Yoruban Family

A large family is highly valued in traditional African culture. Children are useful in farming societies. They help raise crops and herd animals and also look after younger children. Parents depend on their children to care for them when they get old. Parents believe that the more children they have, the wealthier they are.

The Effects of Increased Population

Most nations in Africa cannot afford to import food and other necessities. They must depend on the land and its resources. In their struggle to survive, people often use the lands and waters unwisely. Eventually the environment is poisoned or destroyed. The result is that the land cannot sustain the growing population.

In parts of Africa the land has been over-cultivated by farmers and overgrazed by herders. Over-cultivation occurs when too many crops have been grown in the poor soils. The soil wears out from overuse and neglect.

Food production in Africa is increasing at a yearly rate of two percent. But the population is increasing at about three percent. Millions of people have died from **famine** or starvation. Others have been forced to leave their homelands. Valuable cattle herds also have died from lack of food and water. Millions more people are expected to die if the drought and famine continues.

A Zulu Man at Daily Routine of Grinding Meiliemeel or Ground Maize

Solutions to the Population Explosion

There are solutions to Africa's problems. The most important solution is for countries to improve education. The more educated women already have begun to reduce the size of their families.

Population growth is also likely to slow particularly in Central and East Africa because of the AIDS epidemic. In some cities in this region as much as 30 percent of the adult population is thought to be infected with the AIDS virus.

With education, Africans can also learn better ways to manage their natural resources. Acquiring and using new technology would assist Africans in improving their lands. This would enable them to increase their farm crops both for personal use and to sell.

Record

True or False

Write **True** *if the statement is correct. Write* **False** *if the statement is* not *correct.*

________ 1. In a large part of Africa, people cannot grow food because of poor soils.

________ 2. Most African farmers believe in having small families.

________ 3. AIDS is likely to slow population growth, particularly in East and Central Africa.

________ 4. Many parents believe that the more children they have, the better the care they will receive when they are elderly.

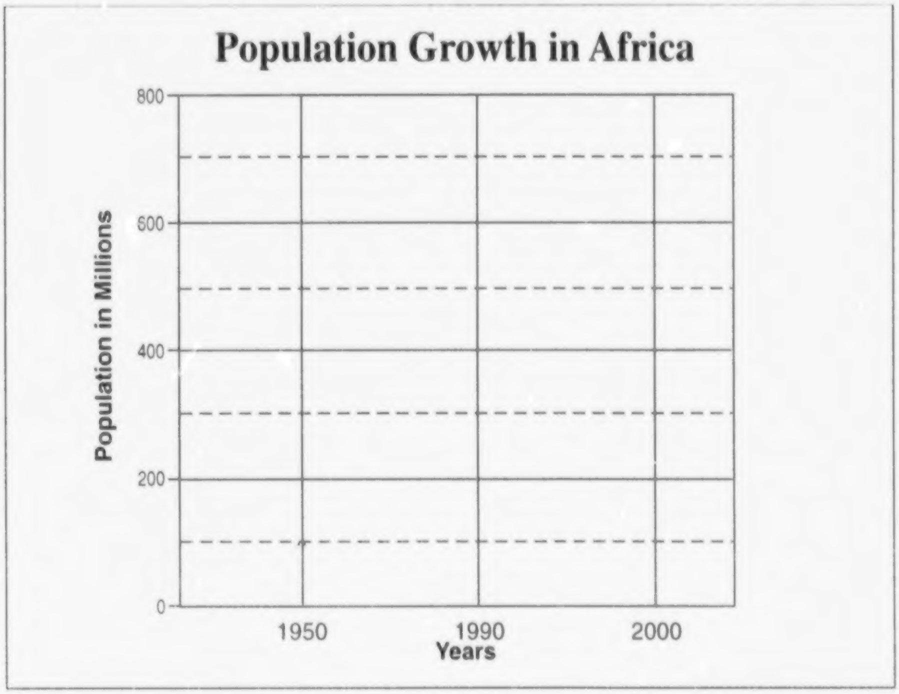
________ 5. The best way for Africans to overcome their population explosion is through better education and management of resources.

Record

Graphing

Study the data below about population growth in Africa. Make a line graph below to show the growth.

Year	Population (in millions)
1950	222 (actual)
1990	661 (actual)
2000	800 (projected)



Record

Multiple Choice

Use the graph on the previous page to answer the following questions about population growth in Africa.

1. How many years are shown on the population chart?
    a. 30 years
    b. 40 years
    c. 50 years
2. What year shows Africa's smallest population?
    a. 1950
    b. 1990
    c. 2000
3. Between 1950 and 1990, by how much did the population grow?
    a. less than 100 million
    b. over 500 million
    c. almost 440 million
4. In about how many years from 1990 is the population expected to reach 800 million?
    a. in less than 10 years
    b. within 20 years
    c. in over 100 years
5. How did the population in 1990 compare to the population in 1960?
    a. It was much larger.
    b. It was about the same.
    c. It was much lower.
6. Between which years did the population growth show a decline?
    a. between 1960-1990
    b. between 1990-2000
    c. The chart does not show a population decline.

7. Given the present trend in population growth, what will happen to Africa's population?

   a. It will decrease.
   b. It will remain the same.
   c. It will increase.

8. The population of the United States in 1990 was about 245 million. How did the population of Africa in 1990 compare to the United States?

   a. It was much smaller.
   b. It was much larger.
   c. It was about the same.

Recap

The Sahara Desert separates Subsaharan Africa from its northern neighbor, North Africa. The region's western border is the Atlantic Ocean; its eastern border is the Indian Ocean; and to the northeast lies the Red Sea. This region is known as the *cradle of humanity*. *Archeologists* believe that the ancestors of the first humans existed here more than five million years ago.

Today, there are over 2,000 different cultural groups who speak more than 800 different languages and dialects living in Subsaharan Africa. The physical geography of this region has helped to keep some cultural groups separate from one another. Some cultural groups have chosen to remain isolated to protect their traditional ways and customs. Different cultures have developed different ways of life to fit different physical environments.

Most of Subsaharan Africa sits atop a giant plateau. The plateau is drained by several major rivers, including the Zaire, the Zambezi, and the Niger.

The Equator divides the plateau in half. Along the Equator is a tropical rainforest. The hot and wet rainforest is bordered to the north and south by savannas, with rainy summers and dry and dusty winters.

To the north and south of the savannas are large deserts. In the north is the Sahara. In the south are the Kalahari and Namib deserts. The Namib, like the Sahara, is hot and dry. However, parts of the Kalahari get enough rainfall for grasses and shrubs to grow.

Geographers often divide this region into four areas, each with its unique features. Central Africa is where the giant plateau dips, forming the Zaire River basin. East Africa contains the *Great Rift Valley*, a large trench with steep walls that runs from Ethiopia into Southern Africa. West Africa is the largest area of coastal lowlands in Subsaharan Africa. Southern Africa contains the Great Escarpments. *Escarpments* are very steep cliffs.

The economy of this region has suffered from a legacy of colonial rule, conflict, corruption, and a harsh environment. The political borders of these nations were drawn by foreign nations. These borders often separated cultural groups and brought together warring groups. After independence differences between native groups contributed to civil wars—thousands have died and valuable resources and property have been destroyed.

Some African governments have been run by corrupt politicians. Many of the governments are still young and just learning the art of governing.

The harsh environment makes it difficult for people to produce enough food for survival. The harsh environment also makes it difficult for people to locate and use their many natural resources.

These economic obstacles are slowly being overcome by some nations.

Reflect

Completion

Use an atlas and other reference materials to complete the chart for eight Subsaharan countries of your choice.

Country	Capital	Largest Cities	Area in Miles	Population	Main Crops and Natural Resources
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

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Review

Identification

Write the correct term for each of the definitions below.

________________________ 1. governments that establish and control colonies, or settlements, in foreign lands

________________________ 2. an area in northeast Africa shaped like a triangle or an animal's horn or tusk

________________________ 3. name given by scientists to Africa because the ancestors of the first humans are believed to have lived there

________________________ 4. an area in Africa that is crossed by the Equator; also known as *Central Africa*

________________________ 5. a group of people who share a common background and way of life

________________________ 6. a large trench that stretches from Ethiopia into Southern Africa

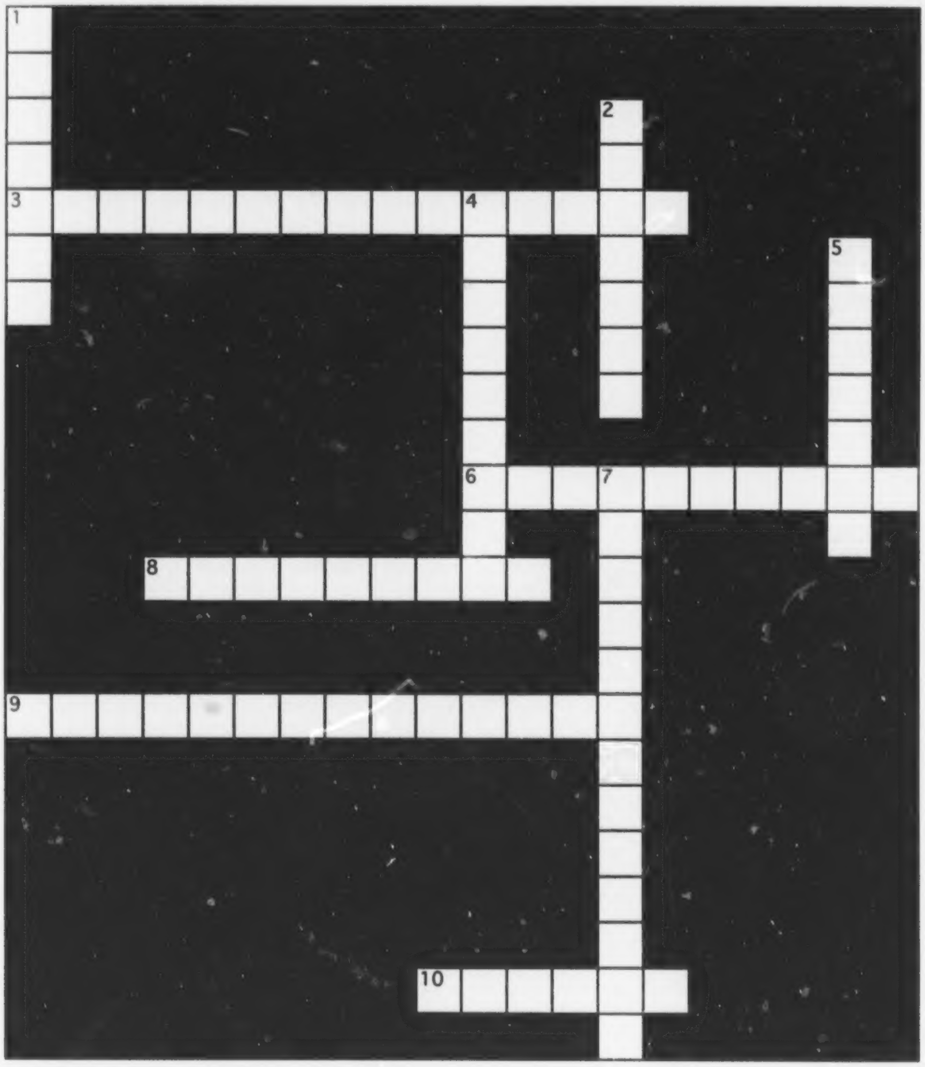
________________________ 7. depressions in the earth where the earth has pulled apart; these types of valleys are found for more than 6,000 miles down the east coast of Africa

________________________ 8. the region of Africa from the southern edge of the Sahara Desert to the Cape of Good Hope

Replay

Solve

Use the clues on the next page to solve the crossword puzzle below.


1
2
3
4
5
6
7
8
9
10

Across

3. the process by which drought and overgrazing causes the desert to expand into neighboring grasslands
6. a very steep cliff, or slope
8. name given to people of mixed ancestry in the Republic of South Africa
9. the roads, rails, communication systems, hospitals, and other systems that people use to improve their standard of living
10. a manmade or natural path through which water flows

Down

1. a system of government ruled by a king or monarch
2. a long period without rainfall or with too little rainfall
4. government policy of the legal separation of races in the Republic of South Africa; intended to help the "white" race maintain its control and priviledge
5. an opening in the earth's crust through which lava and gases spew
7. scientist who studies the remains of human cultures

Asia and Australia

Remember

Vocabulary

Study the vocabulary terms below.

archipelago	a group of islands
Aryans	from Sanskrit *Arya* meaning "noble"; name applied to an ancient people who moved into India from the northwest about 3,500 years ago
communism	in theory, a social system in which no people are rich and no people are poor because all means of wealth (such as factories and farms) are owned by all the people
continental desert	dry desert region in the middle or high latitudes in the interior of a continent
delta	area at the mouth of a river formed by soil deposited by the river
dynasty	rule by a series of emperors from one family
Far East	lands most distant to the east from Europe; includes Japan, China, and the rest of East Asia; sometimes refers to all Asian lands east of Afghanistan

Gross National Product (GNP)	the total value of goods and services produced in a country
habitable	a comfortable place to live or inhabit
inhospitable	an uncomfortable place for people to live
landlocked	surrounded by land with no direct outlet to the sea
Orient	term meaning "the East"
Pacific Rim countries	a name indicating those countries that are located around the Pacific Ocean, including Japan, North and South Korea, Australia, the United States, Canada, Mexico, and Chile
peninsula	a piece of land with water on three sides
Ring of Fire	a chain of volcanic mountains that rise from the floor of the Pacific Ocean
Sanskrit	ancient language of India; today used only for sacred and scholarly writings
subcontinent	a great mass of land forming a part of a continent

Read

Introduction

The largest continent in the world is Eurasia. Based on location and cultural characteristics, Eurasia has been divided into two geographic regions: Asia and Europe. The Ural Mountains in the former Soviet Union are usually thought of as the dividing line between Asia and Europe. Asia stretches more than 4,000 miles from east to west and across almost 180 degrees of longitude. It extends from south to north nearly 7,000 miles and across 90 degrees of latitude.

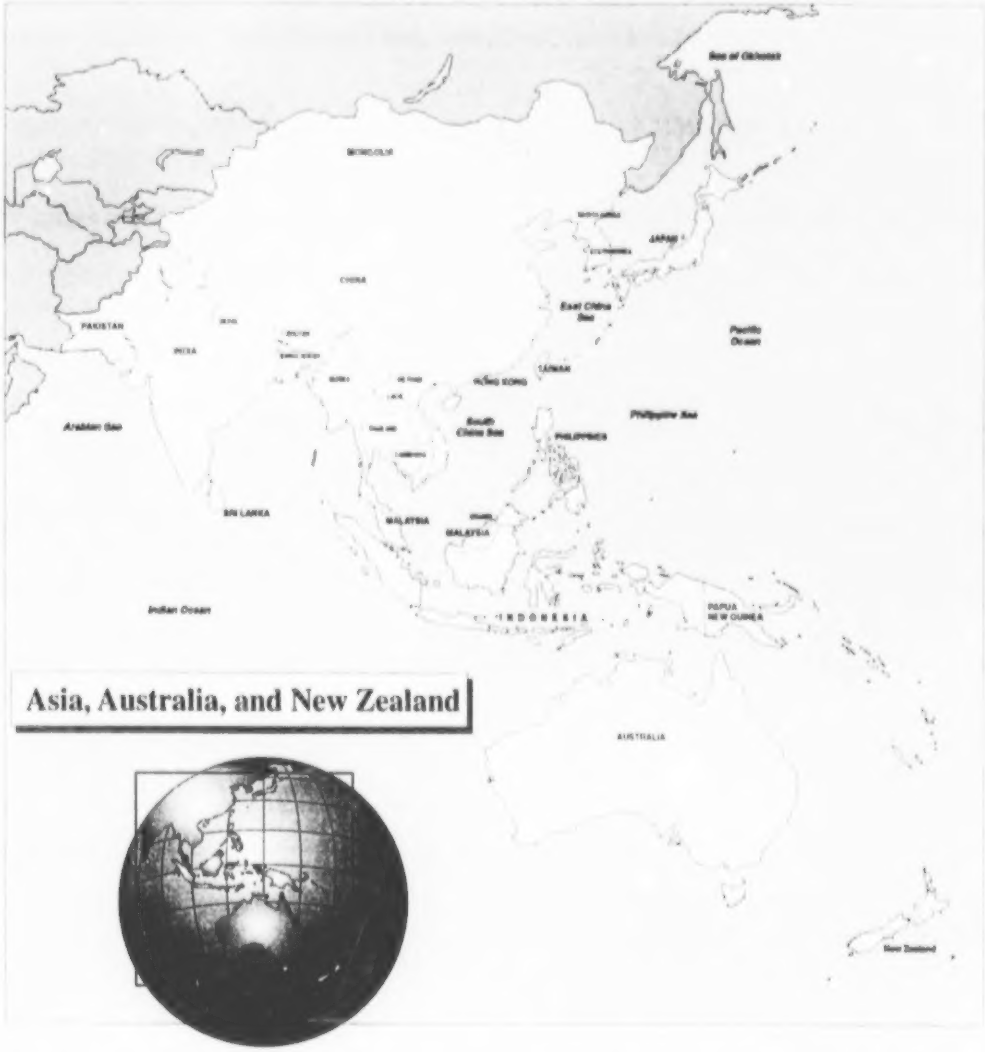
The most striking feature of Asia's landscape is its long chains of mountains. Mountain ranges wind through most of the southern half of Asia. Even the islands in Southeast Asia are really the continuation of mountain ranges from the mainland that dip below sea level before rising again.

The Himalayas Stretch behind the Exotic Flowers of China.

More than half the people in the world live in Asia. China's population alone is over 1.2 billion and India's is quickly approaching one billion. The populations of Asia are composed of hundreds of different ethnic groups. People in an ethnic group share many of the same beliefs and ways of living. They may also speak a language that is different from that of other groups.

Some of the governments in Asia are strongly influenced by religious beliefs. Ethnic and religious conflicts have caused problems for governments throughout Asia.

The countries of Asia are economically and politically different from one another. Some countries have democratic governments and free enterprise. Their governments are mostly elected by the people, and the people are free to sell most goods at whatever price they choose. Some countries have adopted **communism** and their economies are tightly controlled by the government. In theory, a communist government is a social system in which no people are rich and no people are poor because all means of wealth (such as factories and farms) are owned by all the people. The political party or parties decide who will govern the people. The government decides what is made and grown and what these goods will cost.


Sea of Okhotsk
MONGOLIA
JAPAN
CHINA
East China Sea
Pacific Ocean
PAKISTAN
INDIA
TAIWAN
HONG KONG
Arabian Sea
South China Sea
Philippine Sea
PHILIPPINES
SRI LANKA
MALAYSIA
MALAYSIA
Indian Ocean
INDONESIA
PAPUA NEW GUINEA
AUSTRALIA
New Zealand

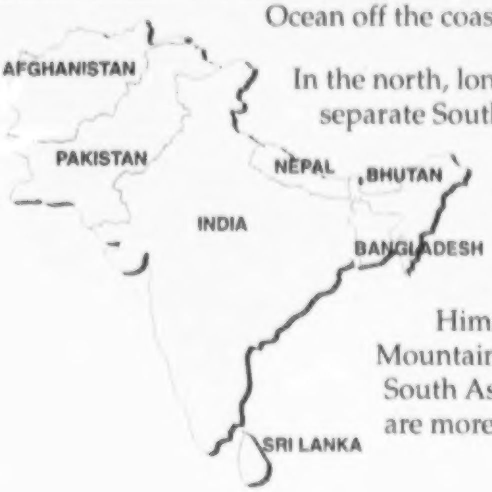
Asia, Australia, and New Zealand

When discussing this vast region, geographers often split Asia into at least three areas: South Asia, Southeast Asia, and East Asia. (Asia also contains a vast territory in the north, Siberia and the Russian Far East. That region is discussed in the following unit.) Although culturally closer to Europe, Australia and New Zealand are located much closer to Asia and will be covered in this unit.

Preview: South Asia

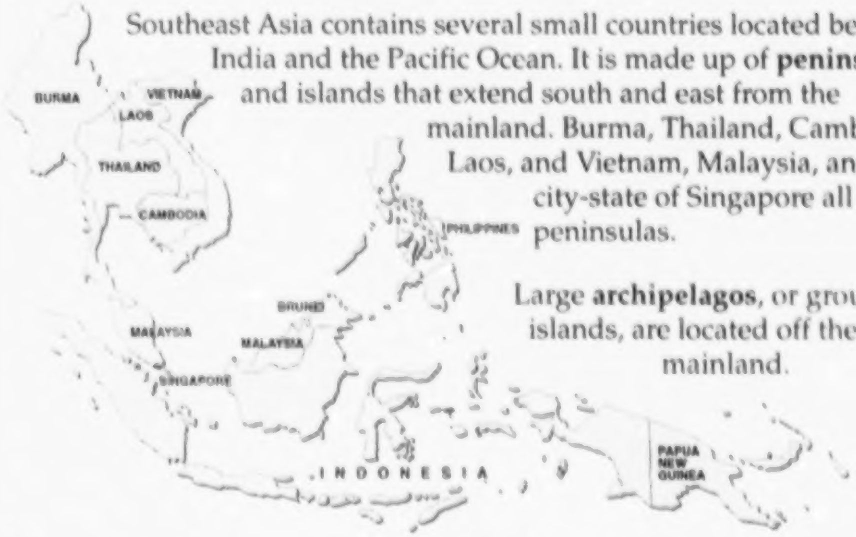
Malaysian Rice Field and Workers

South Asia includes Afghanistan, Pakistan, India, Bangladesh, and Nepal and Bhutan. The latter are two small countries on the northern border of India. Together these countries make up a giant triangle, bordered by the Bay of Bengal, the Arabian Sea, and the Indian Ocean. The small island nation of Sri Lanka lies in the Indian Ocean off the coast of India.



In the north, long, high ranges of mountains separate South Asia from China and Russia. These northern mountain ranges are called the *Hindu Kush*, the *Karakoran*, and the *Himalayas*. All of these mountain ranges are tall and rugged. However, the Himalayas are the tallest of them all. Mountains and forests to the east separate South Asia from Southeast Asia. To the west are more mountains and deserts.

Preview: Southeast Asia

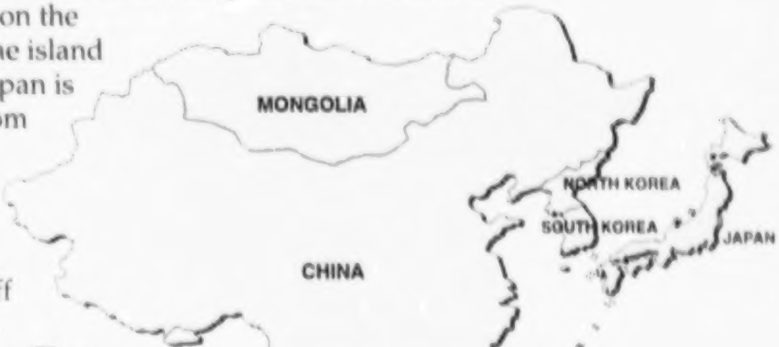

BURMA
VIETNAM
LAOS
THAILAND
CAMBODIA
PHILIPPINES
BRUNEI
MALAYSIA
MALAYSIA
SINGAPORE
INDONESIA
PAPUA NEW GUINEA

Southeast Asia contains several small countries located between India and the Pacific Ocean. It is made up of **peninsulas** and islands that extend south and east from the mainland. Burma, Thailand, Cambodia, Laos, and Vietnam, Malaysia, and the city-state of Singapore all lie on peninsulas.

Large **archipelagos**, or groups of islands, are located off the mainland.

Indonesia and the Philippines are two archipelagos that lie between the Pacific Ocean and the South China Sea.

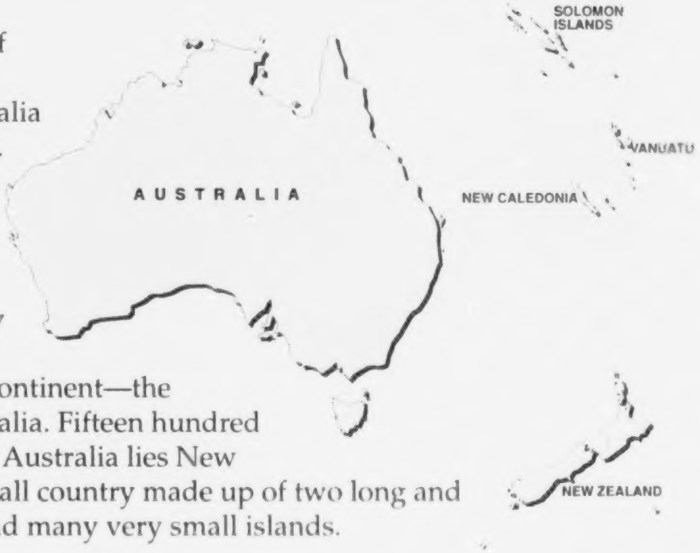
Preview: East Asia


MONGOLIA
NORTH KOREA
SOUTH KOREA
JAPAN
CHINA
TAIWAN

East Asia contains China, Mongolia, and North and South Korea on the mainland. The island country of Japan is separated from Asia by the East China Sea. Taiwan, a small island, lies off the southern coast of China. These countries are close geographically, but politically, economically, and culturally, they are far apart.

Preview: Australia and New Zealand

To the southeast of Indonesia are the countries of Australia and New Zealand. They lie south of the Equator in a region called *The Pacific*. Australia is the only country in the world to occupy an entire continent—the continent of Australia. Fifteen hundred miles southeast of Australia lies New Zealand. It is a small country made up of two long and narrow islands, and many very small islands.


SOLOMON ISLANDS
VANUATU
AUSTRALIA
NEW CALEDONIA
NEW ZEALAND

Record

Identification

Each Asian country listed below belongs to one of the three regions of Asia. Write **S** *for South Asia,* **SE** *for Southeast Asia, and* **E** *for East Asia on the line in front of each country listed below.*

______ 1. Afghanistan
______ 2. Bangladesh
______ 3. Bhutan
______ 4. Burma
______ 5. Cambodia
______ 6. China
______ 7. India
______ 8. Indonesia
______ 9. Japan
______ 10. Laos
______ 11. Malaysia
______ 12. Mongolia
______ 13. Nepal
______ 14. North Korea
______ 15. Pakistan
______ 16. the Philippines
______ 17. Singapore
______ 18. South Korea
______ 19. Sri Lanka
______ 20. Taiwan
______ 21. Thailand
______ 22. Vietnam

Record

Fill in the Blanks

Use the word list below to complete each statement. Write the correct answer on each line.

communist
standard
population
industrialized
Equator
Taiwan
Himalayas

1. More than half of the world's ______________ lives in Asia.

2. A few Asian countries, including China, have ______________ governments. In these countries, a single political party selects the people who will govern the country.

3. Some of the smaller countries including Japan and South Korea are highly ______________ and produce great wealth. Many of the people in these countries have a high ______________ of living.

4. South Asia is bordered in the north by the very high mountain range called the ______________ .

5. East Asia is made up of China, Mongolia, the Koreas, and the island countries of Japan and ______________ .

6. The countries of Australia and New Zealand lie south of the ______________ .

Read

History of Asia: Ancient Civilizations, Colonial Rule

Some of the world's oldest civilizations arose in the great river valleys of India and China. For much of its early history, Asia and these civilizations remained isolated from foreigners. Its high mountains and extreme climates kept it separated from other parts of the world. Its great distance from Europe helped protect it from being colonized.

Eventually Europeans were able to reach this distant land. Asia became, with the exception of Japan, dominated by foreign governments. Every Asian colony eventually gained its independence. Some of these nations are still shaping their political borders and their government.

India, Pakistan, and Bangladesh: Combining the Ancient with the Modern

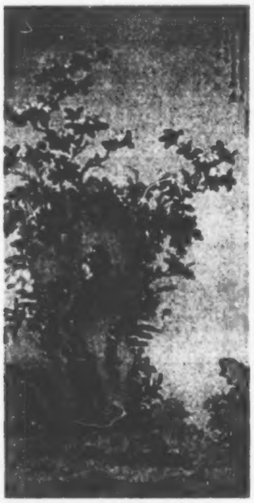
You've already learned about the ancient civilizations of Egypt and Mesopotamia, but did you know that a civilization also flourished in the Indus River valley thousands of years ago? Its greatest cities, Morenjo-daro and Harappa, were built on artificial mounds as protection from floods. Like the Egyptians and the Mesopotamians, the *Harappans*, as they are called by archaeologists, used irrigation to grow a surplus of food. They also grew cotton for clothes. They raised cattle, buffalo, pigs, and perhaps sheep and goats. The wealthier Harappans lived in two- and even three-story houses with bathrooms and toilets connected to an elaborate system of public drains. Much less is known about this ancient civilization than about Egypt or Mesopotamia because its writing has not yet been deciphered. The great cities of Morenjo-daro and Harappa were destroyed by floods around 3900 B.C. when the Indus abruptly changed its course, perhaps because of earthquakes.

A Rare Sanskrit Manuscript

Two centuries later invaders called ***Aryans*** appeared from the northwest. Much of the Aryans' way of life became the foundation of India's present culture. The Aryan rulers introduced their language, **Sanskrit**, into India. Sanskrit is still used today in India for religious and scholarly writings. The Aryans' beliefs gradually developed into Hinduism. Hinduism is a very strong influence on the Indian way of life.

Many outside groups have ruled India during its history, including the Greeks, Muslims, and Mongols. The last foreign government to rule India was Great Britain. In 1601 the British opened trading posts in India. India became a British colony in 1857.

India became independent from Britain in 1947 and established a democratic republic with an elected prime minister. The country was divided into several states, much like the United States. However, the states were drawn around specific ethnic groups who speak a similar language.



Painting by Chen Chun of the Ming Dynasty, 1368–1644 A.D.

West and East Pakistan were also established from the former British colony of India in 1947. Pakistan is an Islamic nation. The majority of the population of India is Hindu, although in India about 15 percent of the population (more than 100 million persons) are Muslims. In 1971 East Pakistan fought successfully for independence and took the name Bangladesh. Islam remains the state religion in Pakistan and Bangladesh.

A Vessel from the Shang Dynasty, 1600–1100 B.C.

China: 4,000 Years of Civilization

Throughout its history, China's landscape has helped it remain separate from the rest of the world. To its east is the Pacific Ocean. To its west are the Himalayan Mountains and the highlands of Tibet—terrain that is very difficult to cross. The dense tropical rainforest to the south of China also serves as a natural blockade. The Gobi Desert in the north is vast and very difficult to travel across.

The Chinese culture began long before the Greeks or Romans produced the civilizations so admired by us today. More than 4,000 years ago, the

Chinese developed a highly organized society which was ruled by strong **dynasties**. A *dynasty* is a series of rulers, called *emperors*, from the same family. The Chinese people have always considered their land and culture to be the center of the civilized world.

Over the centuries, the Chinese spread their influence into the surrounding areas of Korea, Annam (present-day Vietnam), Russia, and Japan. Japan uses the Chinese system of writing, practices some religions that began in China, and for hundreds of years used a government similar to China's government.

China withstood European colonialism until the early part of the 19th century. They were not interested in European goods since they produced superior items of their own. The Europeans, however, were very interested in the items the Chinese produced.

In 1842 the Chinese were defeated by the British in the First Opium War and were forced to make concessions to foreign merchants. The Germans, French, Russians, and Portuguese as well as the British occupied China. It took the Communist Revolution in 1949 to rid the country of foreigners and to unite the country once again.

COLONIAL RULE IN ASIA

1200	1206	Mongol ruler Genghis Khan conquers China.
	1271	Marco Polo of Italy becomes an official in the government of Kublai Khan in China.
	1274	Kublai Khan attempts to invade Japan, but fails.
1300	1398	Tamerlane of Russia, descendent of Genghis Khan, invades India.
1400	1498	Portuguese explorer Vasco da Gama discovers an all-water route to India.
1500	1500	Portuguese traders arrive in China.
1600	1600	British East India Company sets up trade posts along India's coastline at Bombay, Calcutta, and Madras.
		Dutch East India Company begins operating out of Java, in Indonesia.
		Britain goes to war with France when French East India Company opens in the East.
	1644	Manchus of Manchuria invade northern China.
1700	1757	Robert Clive leads British to victory against France—driving the French out of India.
1800	1800	Europeans bring opium from India to trade with China.
	1839	Great Britain goes to war with China over opium.
	1842	China surrenders to Great Britain and agrees to open ports to Britain.
	1850	British agents control more than half the land in India—England rules India *indirectly* through British East India Company.
	1858	British government replaces British East India Company and rules India directly.
	1877	Britain's Queen Victoria becomes Empress of India.
	1885	Indian National Congress forms to improve relations with Britain.
	1895	Japan defeats China over rebellion in Korea.
1900	1900	*The Boxer Rebellion*—a revolt against all foreigners in China.
	1905	Japan wins war with Russia as Russia tries to stake claims in Korea.
	1910	Japan takes complete control of Korea.
	1920	Mahatma Gandhi becomes leader of Indian National Congress and begins nonviolent resistance.
	1947	India gains independence.

Colonial Rule: The West Looks East for Land and Wealth

When Marco Polo reached the **Far East** in the 13th century, he found many things to interest the West. The Chinese used printed money, gunpowder, and a counting device called an *abacus*. Soon the West discovered jewels and spices. However, the journey to the Far East across land was long and difficult.

Then, in 1498 the Portuguese explorer Vasco da Gama discovered an all-water route. By sailing from the West around Africa to India, the East suddenly opened up to many Western nations. Soon the Portuguese, British, Dutch, and French began to trade with the East.

By the 19th century, Europeans had colonized many Asian countries. The British claimed India and the nearby countries and land. France claimed an area called *Indochina*, which consisted of Vietnam, Laos, and Cambodia. The Dutch controlled Indonesia and the East Indies. Several European countries carved out colonies in China. During this period, Japan was also looking to control more land. It invaded Korea and East China and went to war with Russia over Pacific seaports.

All of these foreign powers wanted to enlarge their empires and gain control of Asia's valuable raw materials. The United States, eager to trade in Asia, established trade in small areas of China. They also governed the Philippines for about 50 years following the Spanish-American War in 1898.

These colonial land claims in South and East Asia ended soon after World War II. Japan was defeated by the United States and its allies, and forced to give up its empire. Great Britain gave up its colonies in India and, one by one, other Asian countries gained their independence. But freedom did not end the fighting in Asia.

The former colonies had to set up their own systems of government. Some of the new countries adopted Western democratic forms of government, while others modeled their governments on communism. Still others have been torn by civil war as groups fought each other for power.

The Politics of Post World War II: The Cold War Era

The Superpowers. The United States emerged from World War II as the most powerful of the democratic nations. The Soviet Union was the leader of the communist nations. The Soviet Union attempted to persuade nations to adopt a communist government. The United States attempted to persuade nations to adopt a democratic government. This period of political rivalry between the superpowers is known as the *Cold War Era*.

The Cold War between the United States and the Soviet Union finally ended in 1991 when the Soviet Union collapsed.

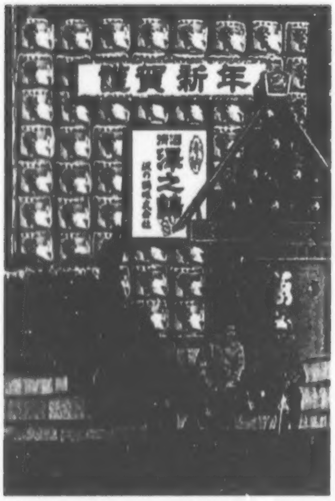
Mao Tse Tung—a Former Leader of Communist China

Communist China. In 1949, the Chinese Communists led by Mao Tse Tung defeated the Nationalist forces of Chiang Kai-shek and established the People's Republic of China.

The Korean Conflict. Korea had been a colony of Japan. It was freed from Japanese rule after World War II and was divided between the United States and the Soviet Union. In 1950, the communist government of North Korea invaded South Korea in an attempt to reunite the country. The United Nations and the United States sent troops to Korea to fight against the Communists. After three years of war, they were successful in preventing the Communists from capturing South Korea.

The Vietnam War. Until the 1950s, Vietnam had been a colony of France. In the 1950s, the Vietnamese forced France to give up its rule. When it appeared that Communists would take over Vietnam, the United States first sent military advisors and then sent soldiers and equipment. The Vietnam conflict lasted from the early 1960s until the Americans withdrew in 1975. At one time more than one-half million American soldiers were in Vietnam. Some Americans supported U.S. involvement in this war; others thought the U.S. should withdraw its troops from Vietnam.

Asian Civil Wars. In recent decades, civil wars have occurred in many Asian countries. Some of the wars have been caused by Communists seeking control of governments. Some of the civil wars have been the result of religious and ethnic conflicts. In Cambodia, for example, the people continue to fight a bloody civil war over who will control the government. The fighting has caused widespread suffering among the people.



Stacks of Sake—Rice Wine—to Be Exported from Japan

Pacific Rim Countries: Economic Success on the Pacific

The countries along the coast of the Pacific Ocean are referred to as ***Pacific Rim countries***. They include Japan, South Korea, the British colony of Hong Kong, Taiwan, Singapore, Australia, and New Zealand. In the western hemisphere, Pacific Rim countries include the United States, Canada, Mexico, and Chile.

The Pacific Rim countries carry on trade and commerce all over the world. They are wealthy and their workers enjoy a high standard of living. Other Asian nations, such as China and Vietnam, also are trying to stimulate, or improve, their economic situations.

Australia and New Zealand: The European Influence

The first people to settle in Australia were the Aborigines, now called *Native Australians*. They arrived on the mainland of Australia about 50,000 years ago. The native peoples in the interior were able to continue the ways of their ancestors after Europeans arrived. The Europeans had little interest in the harsh climates and dry lands of Australia's interior. However, the Aborigines on Tasmania, a small island just south of the mainland, were soon killed off. In Australia today there are only about 300,000 Native Australians in a population of over 18 million.

View of the Sydney Opera House from the Harbor of Sydney, Australia

The Commonwealth of Australia was born on January 1, 1901. It had its own government and strong ties to the Great Britain. Australia was divided into six states and two federal territories. Its capital is the city of Canberra.

Today, Australia is the envy of the world in many ways. Its cities are clean and have few slums. Violent crime in its cities is very low compared to crime rates of cities throughout the world. Its education system has succeeded in educating most of the country's people. It has good public transportation and health-care services. Add all of these successes to its sunshine, and the cities of Australia offer some of the best urban life in the world.

New Zealand. New Zealand is a young country. Its first settlers, the Maoris, came from Polynesia about 750 A.D. Europeans did not come to this island nation until the 18th century. Today, Europeans make up about 85 percent of the population. New Zealand's Maoris are fighting through the courts to reacquire some of their land taken by the British settlers.

New Zealand has a high standard of living. It has a large welfare system that ensures its citizens are well cared for. In spite of its economic wealth, many of its younger people migrate to Australia and other regions in search of more interesting jobs and lifestyles.

Record

Fill in the Blanks

Use the word list to complete each statement below. Write the correct answer on each line.

Himalayan
Aryans
World War II
Cold War
Maoris
Pacific Rim
dynasty
Harappa
Europeans
Great Britain
communist
Japan
colonized
Marenjo-daro
all-water
United Nations

1. Of all the Asian countries, only ________________ has never been colonized by a foreign government.

2. The greatest cities of India's earliest civilization were ________________ and ________________.

3. Two centuries after these two great cities were destroyed by floods, the ________________, invaders from the northwest, appeared.

4. The landscape of China served as natural borders to isolate and protect China from foreigners. The ________________ Mountains to the west, for example, are very difficult to cross.

5. The emperors in China were a part of a ________________, or a series of rulers from the same family.

6. The Far East was opened to Europeans after Vasco da Gama discovered an ____________________ route to India.

7. By the 19th century, many European governments had ____________________ many Asian countries. Europeans wanted to gain control of Asia's raw materials.

8. The colonial land claims in much of Asia ended soon after ____________________ .

9. In 1950 the ____________________ and the United States sent troops to help South Korea defend itself against the ____________________ government of North Korea.

10. The ____________________ Era describes a period when the United States (a democratic government) and the Soviet Union (a communist government) attempted to persuade countries to adopt their forms of government.

11. The ____________________ countries are those that lie along the coast of the Pacific Ocean.

12. Australia was used by ____________________ as a penal colony for prisoners beginning in the 18th century.

13. New Zealand was first settled by the ____________________ . ____________________ did not arrive until the 18th century.

Record

Identification

Read each italicized statement. Then circle the letter before each fact that supports the statement.

1. *Asia is the home of more than half the people in the world.*

    a. The world population is about 6 billion.
    b. Asia has hundreds of different ethnic groups.
    c. About 2½ billion of the world's five billion people live in Asia.

2. *The term the* Far East *describes Asia from one point of view.*

    a. Thousands of years ago, humans began to migrate throughout the world.
    b. Asia is far east of Europe and the prime meridian.
    c. For thousands of years the Chinese considered their land the cultural center of the world.

3. *At one time most of Asia was colonized by European nations.*

    a. Great Britain, France, and the Dutch claimed lands in Asia.
    b. The United States feared that countries would adopt communist governments.
    c. The Russians gave up their colonies in North America.

4. *Some of the Pacific Rim countries are wealthy, industrial nations.*

    a. Most of the people of Asia are very poor.
    b. Japan and South Korea carry on successful trade and commerce all over the world.
    c. China is a communist country.

Read

Physical Geography of Asia and Australia

Riding on top of the landscape of Asia would make for an exciting roller coaster ride. The northern borders of China and Mongolia are highly elevated. These highlands separate the southern half of Asia from Russia in the north. Moving south, these highlands drop in elevation before rising again into ranges of mountains. The Zagros Mountains, Hindu Kush Mountains, and the Himalayas form a band that runs across the heart of Asia. The mountains and highlands in the center of Asia slope downward into plains and then rise into plateaus before descending into the sea. The mountains re-emerge as islands off the mainland of Asia.

The islands have a similar landscape to the mainland. At their center are mountains which slope into plains and disappear into the surrounding seas and oceans.

In each area of Asia—South Asia, Southeast Asia, and East Asia—there is at least one peninsula. In South Asia, all of India is a peninsula, or land that has water on three sides. In Southeast Asia, the Malay-Indochina Peninsula separates the Indian Ocean to the west and the South China Sea to the east. At the tip of this peninsula is the city-state called *Singapore*. In East Asia is the Korean Peninsula, which was divided into the nations of North Korea and South Korea.

As you've learned, Asia stretches across many degrees of latitude. In such a vast stretch of land one can find nearly every kind of climate on Earth: rainforests in the south; savannas above the Equator; vertical climates in the mountainous central Asia; and deserts in China.

The climates in parts of Asia are greatly influenced by high mountain ranges and large plateaus. The moisture-bearing winds from the surrounding oceans are blocked by the extreme cold and the mountains in the north and the highlands in the south. As a result, temperatures are more extreme in the interior of the continent than along the coasts.

South Asia: From the Equator to Mt. Everest

South Asia's landscape varies from snow-capped mountains to vast plateaus, to large river basins, to small chains of islands.

The Himalayas in China

Mountain Regions. The northern mountain ranges in South Asia are the Hindu Kush, the Karakoram, and the Himalayas. The Himalayas were created by the movement of the earth's plates. Millions of years ago, according to the theory of plate tectonics, India broke away from Africa. As it moved northward, the Indian plate eventually collided with the Asian landmass. When the plates collided, large areas of the earth's crust were forced upwards to form the Himalayan Mountains.

The Himalayas are the highest mountains in the world. They are often referred to as "Earth's Rooftop." Mt. Everest is the tallest peak in the world at 29,025 feet (or almost three miles) above sea level. At different elevations, the weather changes in the Himalayan Mountains and other tall mountain ranges. The higher the elevation, the colder the temperature. This kind of climate is called a *vertical climate*. Much of these mountains are snow-covered throughout the year. However, there are some areas in the Himalayas where the weather is considerably milder and some farming is possible.

Mt. Everest—the Tallest Mountain Peak in the World

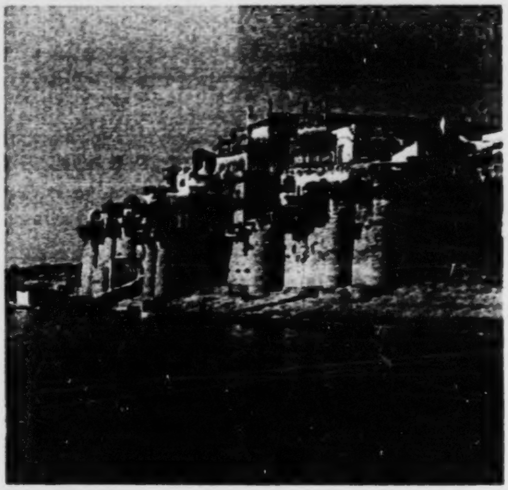
Adventurers from around the world travel to climb in the Himalayas. Unfortunately, mountain climbers are threatening the beauty and natural environment. Climbers frequently leave their garbage behind. They also use resources such as firewood that are scarce in certain areas. Efforts are being made to clean up the mountain trails and prevent further harm to the Himalayas.

The Deccan Plateau. India is the largest country in South Asia. It is often referred to as a ***subcontinent***. A subcontinent is a great mass of land that is smaller than a continent. Much of India sits atop the Deccan Plateau. Like the Himalayas, the Deccan Plateau was created when it broke off from Africa and collided with the Asian plate.

An escarpment around the southern edge of the Deccan Plateau descends to a narrow coastal plain along the Arabian Sea and the Bay of Bengal. To the northwest of the Deccan Plateau is the Thar Desert.

The Rivers of Life. Lying between the Deccan Plateau and the tall mountain ranges to its north is a belt of large rivers that flow down from the mountains. The Indus River begins in the Himalayan Mountains and flows south before it empties into the Arabian Sea. The Ganges River flows from the Himalayas through India and Bangladesh and into the Bay of Bengal. The Brahmaputra begins in the Himalayas and flows through Bangladesh. These two large rivers form a huge **delta** in Bangladesh.

The Ganges River plain, which surrounds the Ganges River, floods every year, leaving fertile soil for crops to be grown. Many Indians believe that gods living in the Himalayas send the river to help the people survive. Indians consider the river holy. The Ganges River plain is one of the most densely populated areas in the world. Delhi, a city with a population of five million people, is just one of the many cities on this plain.



Benares—India's Holy City on the Ganges River

The rivers play an important role in the economic life of South Asia. The lands surrounding the rivers are dry much of the year. These large rivers bring fresh water to the nearby river valleys. The rivers enable farmers to grow crops to feed their families. Most of the population of South Asia is clustered along the coastline and in the river valleys.

Monsoons. The climate on the Deccan Plateau and in the highlands is savanna. Remember, a savanna climate has two seasons: dry and wet. Both seasons are part of weather patterns called *monsoons*. *Monsoon* is an Arabic word that loosely means "seasons and winds." The winter monsoon brings dry winds. In the summer, the winds reverse and bring heavy rains.

Monsoon Rains in the City of Bombay

Most of the region's annual rainfall comes from the summer monsoons. Farmers depend upon these rains; without them, they could not grow food. After the long, dry winter months, the wet monsoon season brings welcome moisture to the farmlands in much of Asia.

A Farmer in Bombay Goes to the Market.

Along the Equator. Off the southern coast of India is the small island nation of Sri Lanka. Other small island chains are found in the seas around India and South Asia. Sri Lanka, the small island chains, and much of India are near the Equator. As a result, they have tropical climates. Along the southeastern coast of India and the southern half of Sri Lanka there are tropical rainforests.

Southeast Asia: Peninsulas and Islands

Southeast Asia is a region of peninsulas and islands extending southward from the mainland of Asia. Southeast Asia also has lush forests and mountains. Much of its climate and vegetation is influenced by its nearness to the Equator and the surrounding water bodies.

The Islands of Southeast Asia. Two large *archipelagos*—the Philippines and Indonesia—lie east and south of the mainland. The Philippines is located to the east between the Philippine Sea and South China Sea. Further south, along the Equator, are the islands of Indonesia.

Rainforests, Savannas, and Monsoons. Most of Southeast Asia is near the Equator and has a tropical rainforest climate—hot and rainy throughout the year. Laos and Cambodia have a savanna climate. The people depend on the heavy rains brought by the monsoons in summer. The monsoons flood the coastal areas and the river valleys.

The Himalayas. Mountains are found in all of the countries of Southeast Asia. The mountains in the northern part of Southeast Asia are part of the Himalayan Mountain range. They are very steep and covered with dense forests. They are difficult to cross and tend to keep communities of people separate from one another.

East Asia: From Deserts to Mountains to Fertile Coastal Plains to Islands

China is slightly larger than the continental United States. The western half of the country consists of the Plateau of Tibet, a high, isolated region bordered by the Himalayas. The Himalayan Mountains block moisture from the Indian Ocean, causing the land to be very dry. The Plateau of Tibet is barren, windswept, and treeless. In some places, grasslands support small farming and herding, but very few people live or travel across the plateau. The Plateau of Tibet has been called *the loneliest place in the world* because so few people live in this rugged, dry region.

To the north of the plateau is the Gobi Desert—dry and uninviting. China shares the vast Gobi Desert with its neighbor, Mongolia. The Gobi is the largest desert in Asia and, like the Sahara in Africa, seldom receives any precipitation. And like the Sahara, the Gobi has poor soil. Both the plateau and the Gobi are far inland from the oceans. As a result, temperatures are very hot in summer and freezing in the winter months. The entire region is an **inhospitable** and forbidding place.

Fertile River Valleys of China. The most **habitable**, or livable, areas of China are the fertile river valleys along the eastern coastal plain. The Huang He River flows eastward out of the Plateau of Tibet where it is joined by the Wei River. It is in this large river basin that China's earliest civilizations began. The Chang Jiang (once called the *Yangtze*) also begins in the highlands of the plateau and empties eastward into the East China Sea. In the south, the Xi Jiang (also called *Si*) flows into the South China Sea near Hong Kong. The Yalu River separates China from North Korea, and the Amur River separates China from Russia in the northeast.

Mongolia. Mongolia is in a **continental desert** and steppe region north of China. Its land is made up of vast, rugged plateaus, steep mountain ranges, and the Gobi Desert. It was home of the Mongol Empire that once invaded China and lands as far west as central Europe. The region's windswept plains were excellent areas for raising and riding horses. A **landlocked** country, Mongolia has rivers that drain northward out of the highlands into large lakes.

The Korean Peninsula. North Korea and South Korea are located on a peninsula (the Korean Peninsula) between the Yellow Sea and the Sea of Japan. Korea is made up of hills and low, rugged mountains. Only a small part of Korea contains lowlands. A coastal plain extends down the western coast, where most of the people live.

Korean Folk Village near Suwon City Konggi-do

Japan. Japan consists of a long chain of islands off the eastern coast of Asia. The main islands are Hokkaido, Honshu, Shikoku, and Kyushu. Japan is a part of the **Ring of Fire**. Japan is on the eastern edge of the Eurasian plate, which moves against the Pacific and Philippine plates. If you remember our earlier discussion of plate tectonics, it should come as no surprise that Japan is mountainous with frequent earthquakes and numerous volcanoes. Fortunately, Mount Fuji, Japan's highest and most famous peak, is an inactive volcano.

Coastal Climates. Along the coast of China, Taiwan, North Korea, South Korea, and Japan, there is a humid subtropical climate. Temperatures are mild year-round, and there is abundant rainfall. The mild climate and fertile farmland has made the coastal land the most populated. East Asia is known for its strong, tropical storms called *typhoons*, which blow in from the Pacific Ocean.

Australia: Island in the Sea

Australia is nearly as large as the 48 connected states of the United States. Its size makes it the sixth largest country in the world. However, its total population is less than the population of the state of New York.

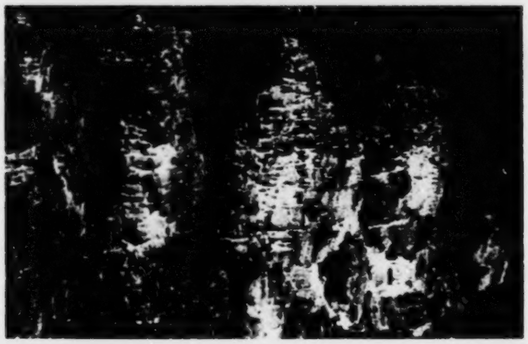
Australia has been nicknamed the "land down under." The name describes Australia's absolute location: It lies south of the Equator. Consequently, its seasons are always opposite of the seasons we are experiencing. During our winter months, Australia is enjoying its summer.

Population. Most of Australia's population lives along the eastern and southeastern coasts facing the Pacific Ocean. This crescent of land begins at Brisbane in the east and curves south through Sydney, the largest city, Melbourne, the second largest city, and ends in Adelaide on the coast of the Southern Ocean.

The Parliament House of Canberra in the Australian Capital Territory, Australia

South of Melbourne, on the other side of the Bass Strait, lies Tasmania. Tasmania is the only state that is not on the mainland. Another population center is in and around the city of Perth on the southwestern coast of Australia.

Landforms. Along the eastern coast of Australia is a narrow stretch of coastal lowlands. This area of low elevation rises into the Great Dividing Range, a highland region that stretches from the Coral Sea in the northeast to the Tasman Sea in the southeast. This range has the highest mountains in Australia. They are not as high, however, as the mountains in the western United States.



The Blue Mountains' "Three Sisters" in New South Wales, Australia

West of the highlands begins Australia's plains. This area is often called the *Outback*. Huge herds of sheep are raised in the Outback. Traveling west from the plains, one would climb to a dry plateau called the *Shield*. The plateau stretches all the way to the coast, where a narrow lowland ends at the Indian Ocean.

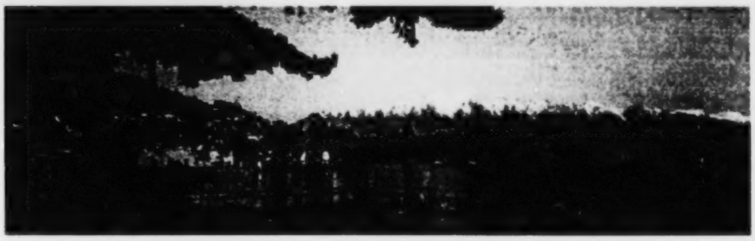
Wave Rock of Hyden, Western Australia

Climates. Along the northern arc of Australia is a savanna climate. Its rainy summer months include wet monsoons, followed by dry winter months. The land in this climate region has poor soil.

The east coast has a humid subtropical climate. The weather is mild with enough rainfall for farming. To the west begins a steppe climate. Further west, in the heart of Australia, is desert. A desert climate covers 40 percent of Australia.

The inhospitable steppe and desert climates are the main reasons why 85 percent of Australians live in cities and towns along the coast. South of the vast desert, surrounding the cities of Adelaide in the east and Perth in the west, is a Mediterranean climate.

New Zealand. The nation of New Zealand is made up of two main islands—the North Island and the South Island. Both are long and narrow and have higher elevations and more rugged land than Australia. The South Island has a long mountain range, the Southern Alps, that runs down its western coast and rises to almost 12,000 feet. The North Island is flat along its northern finger and rises into hills through its southern half.



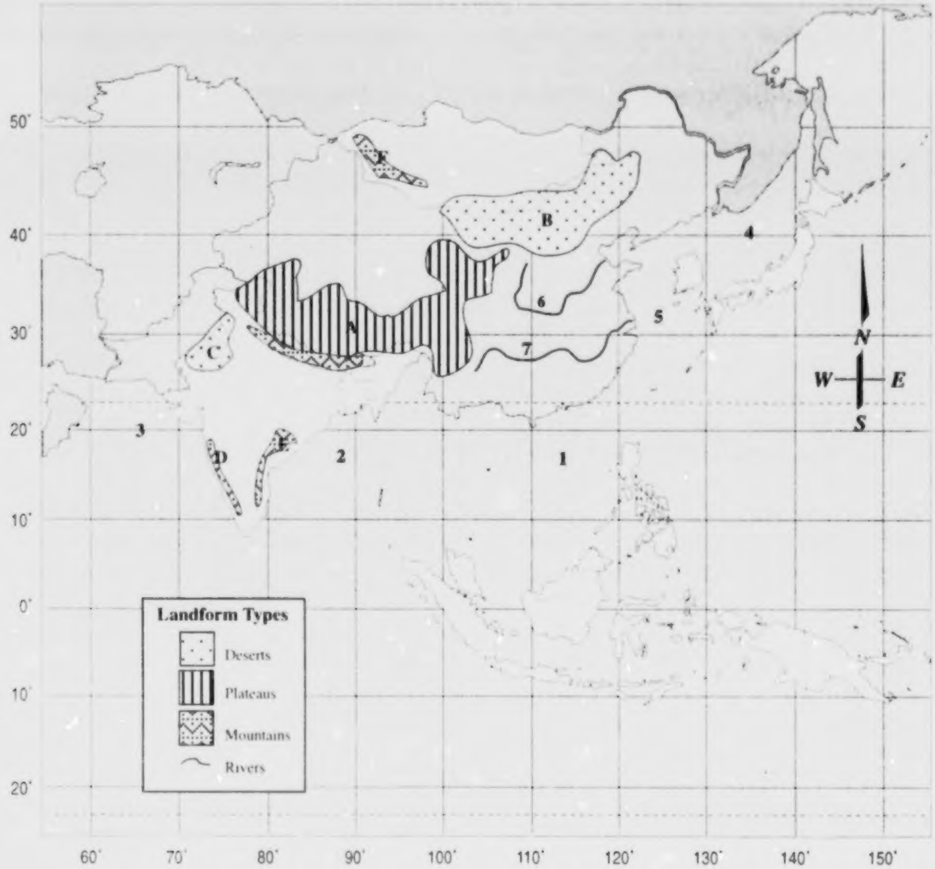
Lake Wakatipu near Queenstown and below the Southern Alps in New Zealand

The climate of New Zealand is marine, a rainy climate that keeps most of the country green. Its year-round rain and mild climate enables livestock to graze in the summer and winter. All of its major cities lie on the coast.

Record

Mapping

Use an atlas to identify the places indicated below. The letters indicate **landforms** *and the numbers indicate* **water bodies**. *Write the name of the landform and the number of the water body on the corresponding line on the next page.*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100°
110°
120°
130°
140°
150°
Landform Types
Deserts
Plateaus
Mountains
Rivers

Landforms:

A. ________________________________

B. ________________________________

C. ________________________________

D. ________________________________

E. ________________________________

F. ________________________________

Water Bodies:

________ East China Sea

________ Sea of Japan

________ Arabian Sea

________ Bay of Bengal

________ South China Sea

________ Huang He River

________ Chang Jiang (Yangtze) River

Record

Short Answer

Write brief responses to these questions.

1. What ocean borders Asia on the east? ____________________

   What ocean borders Asia on the south? ____________________

2. What sea is west of India? ____________________

   What bay is east of India? ____________________

3. What are three archipelagos in Asia?

   ____

4. What are three peninsulas found in Asia?

   ____

5. What mountain range separates India from China?

   ____

6. Which two large rivers form a delta in Bangladesh?

   ____

7. On what plateau is India located? ____________________

8. What plateau is in western China? ____________________

9. What large desert is shared by China and Mongolia? __________

10. What is the name of the winds that bring much-needed rain to the Ganges River plain? ____________________

Record

Multiple Choice

Circle the letter of each correct answer.

1. The Himalayan Mountains were formed when ____________ .
    - a. strong earthquakes pushed the land upward
    - b. the highlands were eroded by large river systems
    - c. the Indian subcontinent collided with Asia
    - d. volcanoes erupted and covered the ground with lava
2. Archipelagos are a part of the Ring of Fire. The Ring of Fire describes ____________ .
    - a. fires that often occur in the dry grasslands
    - b. a chain of volcanic mountains in the Pacific Ocean
    - c. volcanic mountains that experience frequent earthquakes
    - d. b. and c. only
3. The tallest mountain in the world, ____________ , is located in the Himalayas.
    - a. Mount Fuji
    - b. Mount Kilimanjaro
    - c. Mount Everest
    - d. Mount Shasta
4. The most habitable, or livable, areas of China are ____________ .
    - a. the Gobi and Sahara deserts
    - b. the fertile river valleys along the eastern coastal plain
    - c. the Himalayan and Hindu Kush mountains
    - d. the continental desert and steppe region in Mongolia
5. Australia is the only country in the world that occupies an entire ____________ .
    - a. ocean
    - b. hemisphere
    - c. continent
    - d. subcontinent

6. Australia has been nicknamed the "land down under" because it lies ____________ .

   a. below sea level
   b. south of the Equator
   c. north of the Equator
   d. under a constant fog

7. The lowlands, or ____________ , in the interior of Australia are often called the *Outback*.

   a. plains
   b. mountains
   c. desert
   d. lakes

8. New Zealand is made up of ____________ long, narrow islands.

   a. three
   b. flat
   c. one
   d. two

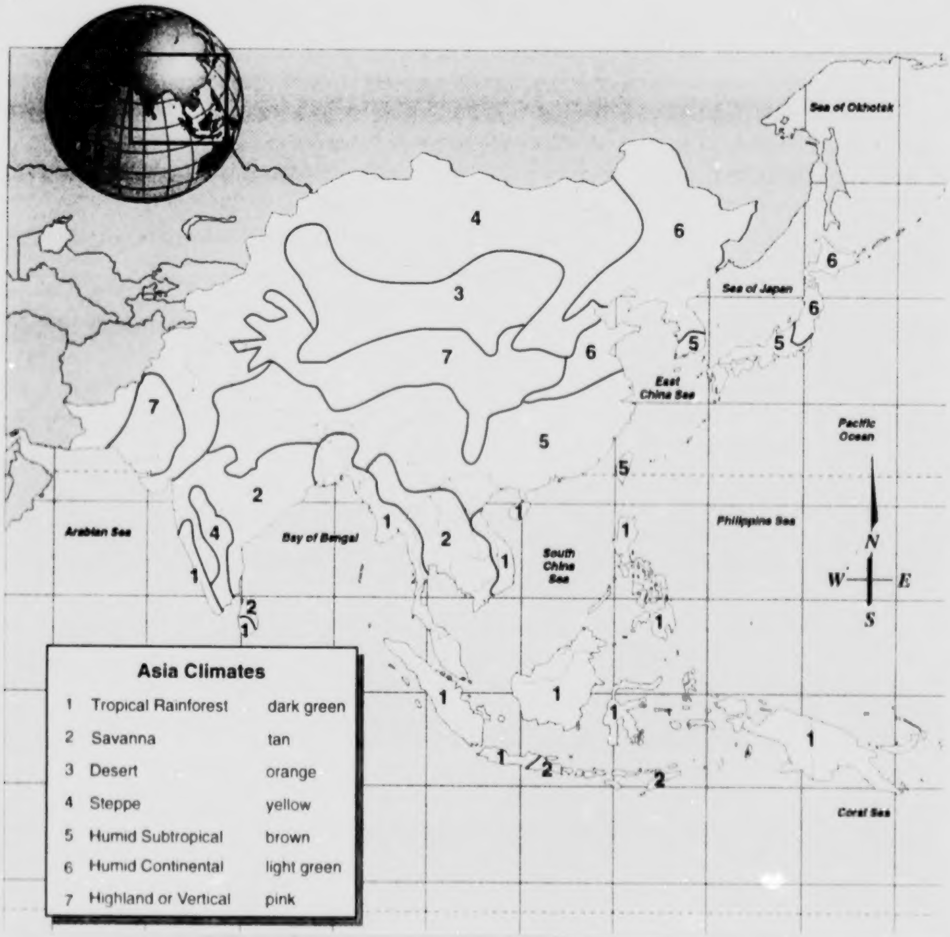
9. Most of New Zealand is green year-round because it has a ____________ , or rainy climte.

   a. tundra
   b. marine
   c. vertical
   d. desert

Record

Mapping

Color the map to show the different climate regions. Use the legend below for your key.


Sea of Okhotsk
Sea of Japan
East China Sea
Pacific Ocean
Philippine Sea
South China Sea
Bay of Bengal
Arabian Sea
Coral Sea
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Asia Climates

1	Tropical Rainforest	dark green
2	Savanna	tan
3	Desert	orange
4	Steppe	yellow
5	Humid Subtropical	brown
6	Humid Continental	light green
7	Highland or Vertical	pink

Read

Economic Geography

Some Asian people enjoy a relatively high standard of living while other Asians struggle to earn enough or to grow enough food to feed themselves and their families.

Traditional Farming: Growing Rice

A Paddyfield and Workers in Bangladesh

Many people in Asia are subsistence farmers. They live in small villages and work the land by hand and with simple tools. In some places, for example India, plows are pulled by water buffalo.

The chief crop of South and East Asia is rice. The rice is grown in small fields called *paddies*. The paddies are flooded with water that is controlled by dikes. Rice must be planted and harvested by hand.

Commercial Agriculture: The Wealthy Few

Other important crops include rubber, tea, bananas, coconuts, tobacco, coffee, and sugarcane. These crops usually are grown on the large plantations of a few wealthy landowners or big corporations.

Where the lands are cool and dry, wheat, barley, millet, potatoes, and corn are raised. Other farm products include silk, jute, and soybeans. People who live near the oceans fish for a living. Fish is more important to the diet of many Asians than animal meats.

Natural Resources: From Mining to Rainforests

Asia is rich in natural resources. It has valuable deposits of coal, oil, iron ore, and tin. Many of the natural resources are exported in return for finished products from other countries.

The rainforest has other valuable products. Trees provide wood such as teak, rattan, and bamboo. Valuable sources of medicines also are found in the rainforests. Some of the rainforests, however, have been cut down for farming and grazing. Only recently have local governments and people developed a strategy to protect these valuable resources. The disappearance of these rainforests could affect the entire climate of Earth.

Human Resources: Struggling against Disease, Illiteracy, and War

Many Asians suffer from lack of a good diet, clean water, and sanitary living conditions. Diseases such as cholera spread rapidly in the densely crowded villages and towns. In recent years, AIDS has reached epidemic, or widespread, proportions in Thailand and Burma.

Children in a Class in India

In some parts of Asia parents need the children to work on the small farms. Other Asian children spend their childhoods working long hours at difficult and dangerous jobs. When young children have to work to help support their families, it is difficult for them to attend school. Without an education, they are unlikely to find good jobs when they become adults.

This has been a region of frequent wars and conflicts. Many of the governments are unstable. As a result, it is difficult for them to develop transportation systems and utilities, and to assist people in making a living.

The Four Tigers: Success Stories

Four places along the coast of the Pacific Ocean are referred to as the Four Tigers because of their rapid economic development. They are Hong Kong, South Korea, Taiwan, and Singapore. All of the Four Tigers have large, modern cities where factories and businesses are located. Most of the people work in some kind of industry. The Four Tigers have trading partners throughout the world.

Education in these places is highly valued. Young people compete for the best schools. A good education brings not only a good-paying job, but also honor to the family.

Osaka—a Major City in Japan

The Future of Asia: Dependent on Political Stability

Few corporations are willing to do business in a nation that is at war or that has an unstable government. Peace and political stability are the first steps to economic development in every Asian country.

Change is ahead for one of Asia's Four Tigers. Hong Kong was leased by China to Great Britain for 100 years. This ends in 1997 and on July 1st of that year Hong Kong will return to China. Nearly all of the people who live in Hong Kong are of Chinese descent. China has had some recent experience with economic growth: cities and factories along its Pacific coast are booming. Many of the Chinese in small villages continue to practice a way of life practiced for centuries.

Australia: A Declining Economy

Australia was once one of the wealthiest nations on the earth. At the turn of this century, it had the highest **Gross National Product (GNP)** per person of any nation. By 1990, it had fallen far from the top. The story of this decline provides an important lesson.

Once Wealthy. Australia is a land rich in minerals, including gold, diamonds, nickel, bauxite, iron ore, and many others. It also has large farmlands from where its chief crop, wheat, is exported. Its pastures provide grazing for millions of livestock. It has deep-water harbors which are used for shipping goods in and out of the country. Equally important, its 18 million people are well-educated.

All of these advantages led to a high national income. Minerals, farm crops, wool from sheep, and hides and beef from cows were all exported. Australia, however, did not manufacture many *finished goods*. Automobiles, electronic equipment, clothing, and many other finished products were imported through much of the 20th century. Then the government decided to encourage people to open factories in Australia to manufacture many of these goods.

Creating a Protected Market. To help its local factories succeed, the government placed tariffs, or taxes, on most imported goods. By doing this, the government made the cost of imports more expensive than those goods locally produced. Local manufacturers did not have to compete with foreign factories. The government had created what is called a protected market for the local manufacturers. The factories in Australia were able to succeed.

The Cost of a Protected Market. The protected market eventually caused problems. The local factories did not have to be efficient. They would stay in business even if their goods were expensive and poorly made. During much of this century, the economy of Australia remained healthy. Within the past few decades, however, the country's exports have not been able to support its economy.

Importing Oil. In addition, Australians must import large amounts of oil to fuel their automobiles. Australia is a land of many roads and highways, and the people log as many miles in their cars as any people in the world.

A Suffering Environment. Today, Australia must face another serious problem. It has paid little attention to its environment in the past. Mining has stripped the land. Forests have been cut down to produce more grazing land for livestock. Without the forests, many species have become endangered.

New Ethnic Mix. Until 1976 only those of European descent were allowed to immigrate to Australia. Today over 600,000 Asians live in Australia, and their numbers are growing. Japanese is now being taught to Australian schoolchildren.

Record

Fill in the Blanks

Use the word list to complete each statement below. Write the correct answer on each line.

grazing
protected
government
climate
Four Tigers
subsistence
paddies

1. Many people in Asia work small plots of land by hand and with simple tools. This kind of farming is called ____________________ farming.

2. The chief crop of South and East Asia is rice. It is grown in small fields called ____________________ .

3. Australia has used "____________________ markets" to make imported goods more expensive and to help the sale of locally produced goods.

4. One of the most valuable resources in Asia is its rainforests. They contain valuable wood and medicines. The rainforests are being destroyed as they are cleared for farming and ____________________ .

5. The disappearance of the rainforests could change the entire ____________________ of Earth.

6. Three countries and one city-state have had rapid economic development in Asia. Hong Kong, South Korea, Taiwan, and Singapore are called the ____________________ .

7. Many poor countries who want to improve their economies must first establish peace and a stable ____________________ .

Read

A Closer Look: South Asia

South Asia is dominated in size by India. The other countries in South Asia with the exception of Afghanistan, lie along the border of India: Pakistan, Nepal, Bhutan, Bangladesh, and the island nation of Sri Lanka.

India: Rivers, Plateaus, and Mountains

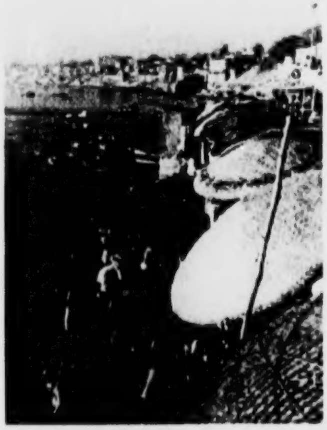
India is only about a third the size of the United States. However, in this relatively small area, there are three very different land features: the Ganges River plain, the Deccan Plateau, and the Himalayas. Each landform influences the way people live and the food they grow.

The Ganges River Plain. The western half of this large plain is much drier than its eastern half. The amount of rain each half receives determines the crops farmers grow.

The Ganges Waterfront Leading to Palaces and Temples in Benares during the Monsoon Season

In the west, farmers grow corn and wheat, and cotton and sugarcane. Few countries on Earth grow more wheat, cotton, or sugarcane than India. The farmers irrigate their fields with water from the Ganges River and its tributaries.

The plentiful rainfall in the eastern half of this plain enables farmers to grow rice. India grows more rice than any other country except China. Calcutta, with more than three million people, sits where the eastern Ganges Plain meets the Bay of Bengal. This city is India's main port for exporting rice and other crops. Calcutta is also one of India's industrial cities. Its factories produce metals, machinery, and chemicals.



The Mass Morning Pilgrimage to Bathe at the Bank of the Sacred Ganges River in Varanasi

The heavy rainfall in the eastern Ganges Plain is brought by the seasonal winds—the *monsoon*. The eastern half of this plain receives abundant rainfall from the summer winds blowing along the eastern edge of India from the Bay of Bengal. Monsoons are caused by changes in the temperatures of land and water surfaces. Land and water cools and heats at different rates. In the winter, the cooler air from the land meets the warm waters of the Indian Ocean. As a result, cool, dry air blows from the land toward the Ocean. This is the season of the dry monsoon.

In the summer, this pattern is reversed. The warm air from the surface of the land comes into contact with the cooler waters of the Indian Ocean. As a result, strong, rain-bearing winds blow inland from the ocean. This is the season of the wet monsoon.

Summer monsoons often result in death and destruction on the land. The heavy rains cause flooding along the coast and in the river valleys. People and animals are drowned, and homes are washed away. However, these rains also are vital to the survival of the people.

The Deccan Plateau. This plateau sits in the heart of India. In spite of its large size, the area is sparsely populated. Many cliffs and steep valleys make the terrain difficult to live on. A few villages dot the plateau.

The plateau drops steeply into coastal plains along its eastern and western edges. These plains are heavily populated. The city of Bombay with more than eight million people sits on the western coast.

The Himalayas. The Himalayas are famous for having the highest mountains in the world. The foothills along this mountain range have many tea plantations. You may have had a tea called *Darjeeling*. This tea is grown in the city of Darjeeling, in the foothills of the Himalayas.

The state of Kashmir is in the western part of the Himalayas. It is in this Indian state that the famous soft wool called *cashmere* is sheared from goats. Kashmir also is the site where many rivers begin. India and its neighbor Pakistan both want control of this valuable water source. The United Nations sent its troops to this state to stop the violence that erupted between India and Pakistan over this state.

Uprooted from Burnt Homes, Migrants Take Refuge in Azad (Free) Kashmir.

Population: A Modern Dilemma. Like Africa, India has experienced a population explosion in the 20th century. Its population rose from about 231 million in 1920 to an estimated 900 million in 1990. Only China, with approximately one billion people, has a greater population than India. At India's present birthrate, the population is projected to reach just over one billion people by the year 2000.

A Land of Traditional Farmers. More than two-thirds of Indians depend on farming for their living. Most Indians use traditional farming methods, which produce a very low crop yield. Rapid population growth has limited the amount of land available for farming. Today in India there are almost 1,500 people per square mile of land. (In contrast, there are about 68 people per square mile of land in the United States.)

In India there are more animal-drawn cars than motor vehicles. Although India doesn't have a very extensive network of highways, it does have one of the best railroad systems in the world.

About one-fourth of India's good farming land is owned by less than five percent of farm families. Half of the farmers own no more than one acre, or none at all. The large land owners have political influence and oppose land reform. They do not want to give up land to the small farmers.

About one-third of Indians work in industry. Most jobs are in textile production and light engineering. Many Indians are moving to cities to find work, but there are too many people for the available jobs.

A Closer Look: Southeast Asia

Southeast Asia contains several small countries located between India and the Pacific Ocean. It is a region of peninsulas and islands that extends south and east from the mainland of Asia. It includes Burma, Thailand, Laos, Cambodia, Vietnam, Malaysia, Indonesia, Brunei, Singapore, and the Philippines. Every country but one is bordered by an ocean, bay, sea, or gulf. Only Laos is landlocked. Thick forests are spread throughout most of Southeast Asia.

From Peninsulas, Islands, and Rivers to Towering Mountains

Peninsulas. Vietnam, Laos, and Cambodia are located on the Indochina Peninsula, which lies between the Bay of Bengal and the South China Sea. The name *Indochina* reflects the influence of India and China on this peninsula. Extending down Indochina is a slender finger-like peninsula called the *Malay Peninsula*, which contains Malaysia, Thailand, Burma, and the city-state of Singapore. Most of Southeast Asia has an equatorial climate. Abundant rainfall and warm temperatures are found in most of these countries throughout the year.

Islands. Southeast Asia has two nations composed of archipelagos: Indonesia and the Philippines. All of these islands lie in the tropics, or low latitudes, and contain lush rainforests.

The lands along the Pacific Ocean form a part of the so-called *Ring of Fire*. The Ring of Fire is a chain of volcanic mountains around the rim of the Pacific Ocean. Many Pacific coast countries have active volcanoes and frequent earthquakes. They are caused by the shifting of the plates deep inside the earth. The Ring of Fire extends along the Pacific shores through North America to South America.

The Indonesian Island of Pulau Seribu in Jakarta Bay

Rivers. Great rivers flow through valleys in the mountains and plateaus. The Irrawaddy and the Salween rivers run through Burma and empty into the Andaman Sea. The Chao Phraya drains southward through Thailand, and the Mekong flows through Laos, Cambodia, and Vietnam. The rivers bring rich soils down from the mountains.

Many people live in or near the river valleys. They support themselves by growing crops where there is fresh water and fertile soils.

Mountains. Mountains are found in all of the countries of Southeast Asia. In the north, on the mainland, the mountains extend southward from the Himalayan range. The tallest peaks are about 10,000 feet. They are very steep and covered with dense rainforests. The mountains are difficult to cross and tend to separate the peoples of Southeast Asia. Lowlands and plains lie between the mountains and the ocean.

Vietnam: War-Torn Nation on the Mend

Troops Moving through a Blasted Stand of Trees

Vietnam is a small country, about twice the size of Florida. This small country became an important part of the history of the United States during the 1960s and the 1970s.

In 1954 the nation of Vietnam was divided into two nations, South Vietnam and North Vietnam. South Vietnam was governed by a non-communist government; North Vietnam was governed by a communist government. However, within a few years guerrillas from North Vietnam invaded South Vietnam in an effort to unite the two countries under communist rule. The United States sent troops to Vietnam in the 1960s to help the South Vietnamese.

An M48 Tank of the 11th Armored Cavalry Regiment Pauses during Strike.

The United States left Vietnam in 1973 after the three governments signed a treaty. More than 50,000 Americans died in this war. By 1975 the North Vietnamese had taken control of South Vietnam. These two countries were united as one nation with a communist government.

Today Vietnam has begun to rebuild. In fact, Vietnam is now more industrialized than it was before the war. The governments of the United States and Vietnam have begun to cooperate, and many American companies are now doing business with Vietnam.

Ben Thanh Market in South Vietnam

The Landscape. Vietnam has a mountain range along its western border. The Annamese Mountains are covered by dense forest on its slopes. Few people live in the mountains and only a few villages exist in the valleys below.

A Floating Market in Can Tho Province, South Vietnam

Most of the population lives along the waterways in Vietnam. The rivers—the Red River and the Mekong River—are the life source of Vietnam. These rivers carry rich soil from the Annamese Mountains. The land along these rivers is fertile, and many Vietnamese farm along the banks.

But even more fertile is the delta that has formed where the Red River in the north and Mekong River in the south flow into the South China Sea. Where these rivers enter the sea they slow up and deposit much of the sand and soil they have carried from the mountains. These deposits form new land—or a delta—upon which most Vietnamese live. On the delta of the Red River is the city of Hanoi, with more than two million people. On the delta of the Mekong River is Ho Chi Minh City, with about three million people.

A Closer Look: East Asia

East Asia is often called the *Far East* by the Western world. Europeans named this area the *Far East* because it is far east of Europe and the prime meridian. The Western world also calls Asia the ***Orient***, a word that means "the East." The Orient, or East Asia, contains China, Mongolia, and North and South Korea on the mainland. The island nation of Japan is separated from Asia by the East China Sea. Taiwan, a small island, lies off the south coast of China. Geographically, these countries are located near each other. Politically, economically, and culturally, they are far apart.

China: The Most Populous Country on Earth

China contains an estimated 1.2 billion people, making it the most populous country on Earth. One of the most important activities in China is the production of food for its people. Most of China's population is concentrated in the fertile river valleys or along the coastal plains.

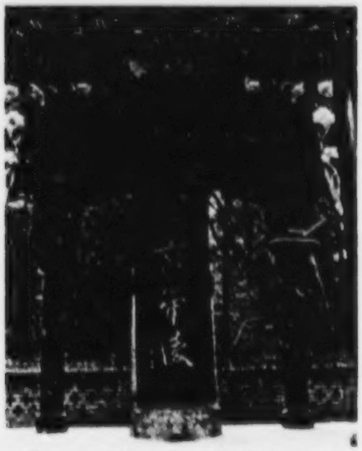
The western half of China contains the Plateau of Tibet. This is a high, isolated and dry region bordered on the south by the Himalayas. To the north of the Plateau is the Takla Makan Desert, also dry and uninviting, except where an occasional oasis is found. China's northwestern border is ringed by mountains that are over 24,000 feet high.

Much of northern China is dominated by the vast Gobi Desert, which China shares with its northern neighbor, Mongolia. Few people live in this area of hot summers and frigid winters.

The Mouth of the Hexi Corridor in Gansu Where the Gobi Desert Meets the Takla Makan Desert.

The Eternal Land. Ancestors of modern humans may have lived in China about 500,000 years ago. Bones and stone tools have been found in caves in central China. Other fossils have been found in caves near China's capital city, Beijing.

Chinese civilization can be traced back at least 4,000 years. It is the oldest continuous civilization in the world. This leads some people to refer to China as the *eternal land*.

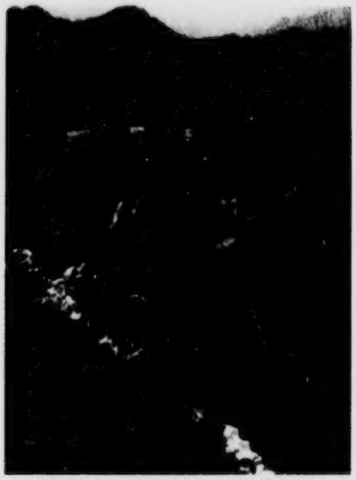


Preserved Monument Built during the Reign of Emperor Huang Di

It is believed that China's earliest civilization began in the great river basin of the Huang He and Wei rivers. The people grew crops on irrigated land and domesticated animals. They also built cities that were encircled by walls.

The Chinese ruling families were called *dynasties*. Each ruler was succeeded by a member of his family. A single dynasty could rule for centuries before the family either died out or was overthrown.

Foreigners were not welcome in China. Under the Ch'in Dynasty, the government built the Great Wall of China to keep out invaders from the north. The Great Wall, built in the 3rd century B.C., is about 4,000 miles



Battle Forts of the Great Wall Built on the Summits of Hills during the Ch'in Dynasty

long. In succeeding years, the Chinese expanded their control and influence over nearby lands and people. At the same time, the country attempted to maintain its isolation from foreigners.

During this period, a distinct Chinese culture began to emerge. It included a system of laws, astronomy, mathematics, and coinage. By the time of the Han Dynasty (206 B.C.-220 A.D.), the Chinese had invented the water clock, sun dial, and paper. They had established an educational system, and Chinese literature, art, and architecture were flourishing.

The End of Isolation. Eventually the Chinese government became interested in foreign trade. By the 7th century A.D., caravans carried Chinese silks and porcelains into central Asia. Merchants exchanged goods as far west as Africa. It was not long before foreigners, especially Europeans, were involved in trade with China. Europeans sent explorers to chart the Asian waters and to buy Chinese goods.

The Europeans were surprised by China's technological achievements. The Chinese had invented the magnetic compass, gunpowder, and a printing process. In fact, China had achieved the highest level of technology in the world. The Europeans brought many of the inventions back to Europe. The Chinese technology was adopted by the Western world and put to use in navigation, warfare, and publishing.

A New Subway in Shanghai, China

Contact with China increased the European desire for Asian goods. The Chinese were not nearly as interested in European goods, since their goods were superior to those produced in Europe at the time. In the early 1800s, European ships demanded entry to China's ports and markets. After centuries of isolation, China was forced to admit foreigners into its ancient kingdom.

A Closer Look: Japan: Land of the Rising Sun

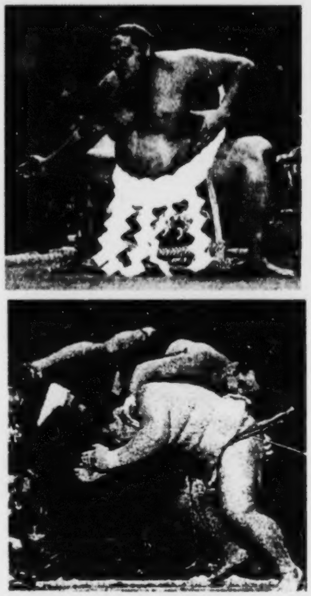
Japan consists of a mountainous archipelago off the east coast of Asia. Its four main islands are Hokkaido, Honshu, Shikoku, and Kyushu. Japan forms a part of the Ring of Fire. Earthquakes and volcanoes are common in Japan. Japan's major city, Tokyo, is particularly prone to earthquakes. Over 140,000 people were killed in the last major earthquake in Tokyo in 1923.

Japan, which is about the size of California, is a densely populated country of about 125 million people. Its highly developed economy is one of the wealthiest in the world. The country's flag shows a red sun on a white field. Its flag has led people to call Japan *the land of the rising sun.*

A Kabuki Actor from Japanese Theater

Early History. According to legend, Japan's history can be traced back to 660 B.C. The earliest kingdom was founded by the Emperor Jimmu. It was said that he was the grandchild of a god. As a result, all emperors were believed to be descended from the gods. This belief in a divine emperor is an important part of the Japanese religion known as *Shinto.* Shinto means "way of the gods."

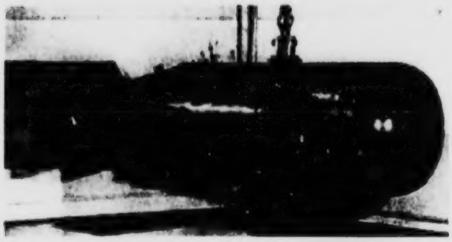
Japan's early civilization was strongly influenced by the Chinese. The Japanese style of writing came from China, as did the use of chopsticks for eating. Buddhism also came to Japan through China.



The National Sport of Japan— Sumo Wrestling

By the 13th century A.D., Japan was ruled by noble families called *shoguns.* A shogun is a military dictator. In the 19th century, the power was restored to the emperor. Japan, like China, tried to remain isolated from the outside world. In the 19th century, however, Japan opened its ports for trade.

Japan Enters the Modern World. Japan benefited from Western ideas and technology. Soon, Japan became an industrial and military power in the Far East.



A "Little Boy"—Type of Bomb Dropped on Japan

In World War II, Japan bombed the United States naval base at Pearl Harbor, Hawaii. Japan was one of America's enemies in World War II. In 1945, the United States dropped the first atomic bombs on Japan. Hundreds of thousands of Japanese people were killed, and two of its cities were destroyed by the bombs. Finally, the Emperor and the Japanese government surrendered to the United States.

Post World War II. Since the war, Japan has become America's friend. With American assistance, the Japanese rebuilt their country. The Japanese have a democratic constitutional monarchy: The people elect their leaders in government. Japan still has an emperor; however, under the constitution he has no real power.

Japan is a modern industrial society today. The Japanese people have the highest standard of living in Asia. Their literacy rate is very high. Most people live in or near large cities and work in modern industries. Japan must import most of its natural resources, but it exports automobiles, electronics, technology, and steel all over the world.

Some people make a living on small farms where they practice *intensive* agriculture: They use every bit of land that is available. They produce rice, vegetables, wheat, and tobacco. Rice and fish are two of the most common foods in the Japanese diet.

Japanese Culture. Like Americans, the Japanese like sports such as baseball, tennis, and swimming. Japanese theaters present traditional Japanese plays as well as the latest films. Young people enjoy dancing to American music and copying Western styles.

Two very important religions in Japan are Buddhism and Shintoism. Shinto teaches respect for nature and for one's ancestors. The Japanese place a high value on the family. Each member is expected to work hard and bring honor to the family.

The Japanese have worked hard to create a prosperous and peaceful society. They are an American ally whose friendship and trade are important to the United States.

Record

Fill in the Blanks

Use the information from **Read** *to fill in the blanks below.*

1. A very large country with a recent population explosion is ____________________. It is located in ____________________ Asia and is bordered in the north by the Himalayan Mountains.

2. Most of the countries in ____________________ Asia are small. This area of Asia has two peninsulas: the ____________________ Peninsula and ____________________ Peninsula.

3. The lands along the Pacific Ocean form a part of the so-called *Ring of* ____________________. These lands along the Pacific Ocean often experience frequent ____________________ eruptions and earthquakes caused by the shifting plates deep inside the earth.

4. The ____________________ Plateau sits in the heart of India. Few people live in this very large area because of its difficult terrain.

5. All of the islands in ____________________ Asia lie near the Equator and have a rainforest climate.

6. The Southeast Asian country of ____________________ was split into two countries in 1954. The United States sent thousands of troops to this war-torn area from the early 1960s to 1973.

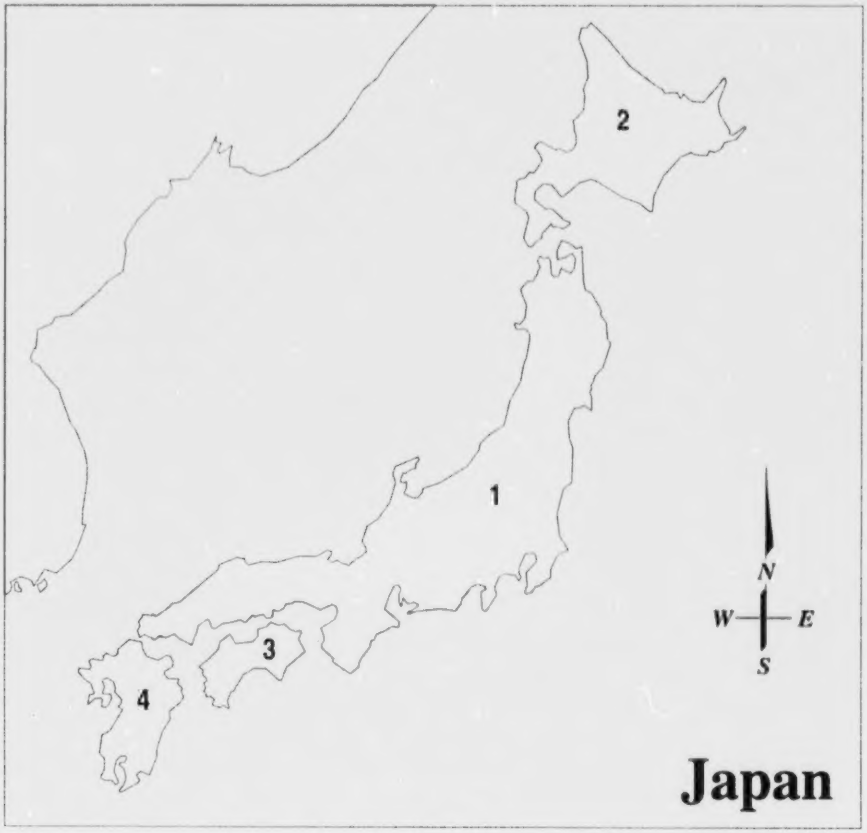
7. ____________________ is the most populated country in the world, with about 1.2 billion people. This country is in ____________________ Asia. Much of this country is inhospitable, such as the ____________________ Desert, which borders Mongolia. The ruling families of this country were called ____________________.

8. Off the east coast of East Asia is an archipelago that makes up the island nation of ____________________. This country fought against the United States in World War ____________________. Today the United States imports many cars and electronic products from this small but economically successful country.

Record

Identification

Use an atlas and the map below to complete the following exercise. Write the correct answer on each line.



A. *Find the numbers 1-4 on the outline map. Write the name of each island of Japan beside the correct number.*

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

B. Locate and label the following cities.

5. Tokyo

6. Osaka

7. Hiroshima

8. Sapporo

C. Fill in the blanks.

9. ____________________ is the largest island.

10. ____________________ is the smallest island.

11. ____________________ island is located farthest north.

12. ____________________ island is farthest south.

13. The capital city, ____________________, is located on the island of ____________________.

Read

Connections: Free Enterprise and Democratic Governments

The United States and Asia are on opposite sides of the world. Asia is located in the eastern hemisphere. The United States is in the western hemisphere. Until recently the United States was much more closely linked to Europe than to Asia. This has changed, at least economically. By the late 1980s for the first time in the history of the world more goods were traded across the Pacific Ocean than across the Atlantic Ocean.

Since the fall of the Soviet Union, many communist countries have begun to develop democratic governments. The governments have also introduced free enterprise. Businesses and industries are no longer strictly controlled by the government. Owners of business and industry have more freedom in choosing the goods they make and sell.

The shift to democratic governments and free enterprise is helping to connect the United States to many Asian nations. Many U.S. businesses also have factories in Asia, where the quality of the work is good and the workers' wages are low. American businesses hope more countries in Asia will become trading partners. American businessmen and women need to learn more about this no-longer distant part of the world. Maybe someday you'll be part of this new closeness of the East and the West.

Read

Special Focus: Religions of Asia

Vocabulary

Buddhism
caste system
Confucianism
Hinduism
reincarnate
secular

Religion is an important part of every culture and nation. As we look at a culture, including our own, it is often difficult to separate religious beliefs from **secular** beliefs. Secular beliefs are those not concerned with religion or spiritualism. Are, for example, our beliefs about civil rights or even democratic government only secular beliefs? Or are they influenced by our Jewish, Christian, and other religious beliefs found in the Western world?

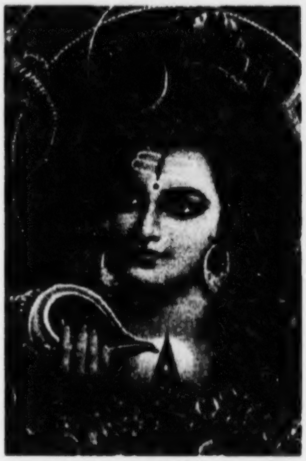
In Asia, religion has had an especially strong influence on the shape of society and government. In some Asian countries, the religion one is born into can determine the education and job a person will get. In some Asian nations, revolutions and governments have been led by religious leaders.

Below is a discussion of three of the most influential religions in Asia. They are among the oldest religions in the world and continue to hold a vital place in Asian life.

Hinduism: India's Way of Life

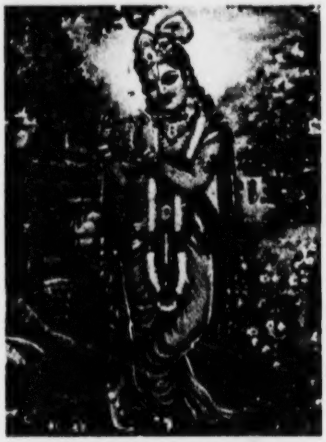
India is the birthplace of two of the world's major religions. One of these is **Hinduism**. The Hindu religion developed over many centuries. It came out of the ideas of the early people who settled in the Indus River Valley 4,000 years ago. Under Aryan rule, it became the basic philosophy, or outlook, for most Indians. Its sacred texts are the Veda and the Upanishads.

The Hindu religion was based on the **caste system**. *Caste* refers to different levels of economic and social importance. According to Hindu belief, individuals were born into a caste. Each caste had to obey certain rules of conduct. For example, members of one caste could not marry or have anything to do with the members of other castes.



Lord Shiva—God of Destruction and Regeneration

There were four main castes. The highest caste was made up of priests, or Brahmans. The second was composed of warriors; the third was composed of craftsmen, traders, and farmers. The lowest caste included the unskilled and poorest workers. Lower even than the fourth caste were people called *untouchables*. The "untouchables" belong to no caste and must do the jobs that no one else will do.



Lord Krishna—Hindu God Who Is the Supreme Personality of Godhead; Lord of All Creatures

India's government is run by wealthy members of the high caste. The lowest caste and the "untouchables" have little power and most live in poverty. The caste system has hindered India's progress toward true democracy.

Hindus believe in many gods and spirits that are different forms of one great spirit, Brahman. They believe that the all things undergo constant cycles of birth, death, and rebirth. According to this belief, a person's soul is **reincarnated**, or born over and over again.

The fortune of persons who are reincarnated depends on their *karma*, or how they lived in their previous life. For example, people who have worked hard and been very good may be reborn into a higher caste. On the other hand, if they have been lazy and evil, they may be reborn into a lower caste. The goal of the Hindu is to follow the teachings and practices of the religion until he is released from the cycle of reincarnation.

The caste system is no longer legal in India. However, it continues to be practiced by many people.

Hindus believe that all living things have a soul. Therefore, they have great respect for all forms of life. They also believe that the Ganges River is sacred. It is important to bathe in its waters sometime during their life.

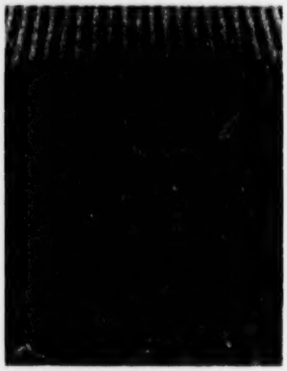
Buddhism: Joy of Life

Buddhism is another important religion that began in India. It was started about 525 B.C. by a young prince named Siddhartha Gautama. He became known as the *Buddha*, or the "Enlightened One." The Buddha taught that people are torn between the desire for good and evil. He believed people should try to drive away evil by doing good deeds for others. In so doing, persons would experience the true joy of life.

One of the Two Largest Statues of the Buddha in the World—This One Located in Kamakura, Japan

Buddhists do not believe in a god as do Christians, Jews, and Muslims. Instead, they believe that people reach Nirvana, or an ideal state of existence, through good works and meditation. Similar to Hinduism, Buddhism teaches that people continue to be reincarnated until their karma, or actions, is good and pure.

Buddhism spread throughout Asia. Millions of people practice Buddhism in China, Tibet, and Japan. Buddhism plays an important role in the cultures of many Asian countries today.



A Buddhist Monk in the Wushu Stance—a Prayer or Meditative Stance

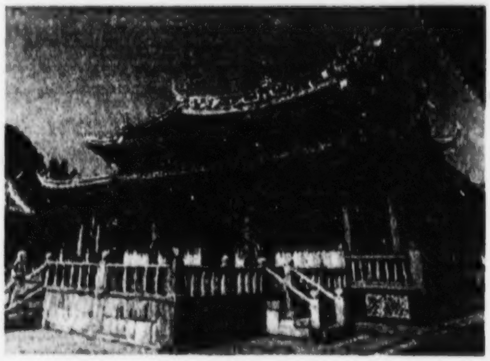
Confucius: Living the Daily Life

In the 6th and 5th century B.C., a Chinese man named Confucius (also known as Kongfuzi), introduced a new philosophy, or outlook, about life. Confucius lived at about the same time as the Buddha did. Confucius lived during a time of conflict between the people in China. In response, Confucius taught that people should live in harmony with each other and with nature. He taught people to treat others as they themselves wished to be treated.

Unlike Judaism, Christianity, Islam, and many other religions, Confucius did not teach about a supreme god or life after death. Instead, he listed a set of rules that should be followed by the people and the government. Basically, the rules were a list of good manners. Good personal conduct, he taught, would lead to an orderly, well-behaved society.

A Statue of Confucius

Most Chinese accepted the rules of this great teacher. His philosophy, called ***Confucianism***, governed Chinese thought for the next 20 centuries. In the 1950s, the Chinese Communist Party tried to destroy Confucian belief. However, many Chinese continue to follow the rules of Confucius. They were written down by his followers in a book titled *The Analects of Confucius*.



A Temple of Confucianism in Tekung, China

In addition to Confucianism, many Chinese also believe in the ideas of Buddhism and Islam. Although people in China do not refer to Confucius and his ideas as much as they used to, his notions about daily conduct still persist.

Record

Matching

Match each **term** *in the left-hand column with its* **description** *in the right-hand column. Write the correct letter on each line.*

Term

_____ 1. Buddhism

_____ 2. reincarnation

_____ 3. Confucianism

_____ 4. caste system

_____ 5. secular

_____ 6. Hinduism

Description

A. a belief found in Hinduism; each person is born into a social group and can hold only those jobs available to members of his or her group; people also can only marry other members of their group

B. a philosophy developed in China that describes a set of rules to help people live in harmony and respect one another

C. the most common religion in India; members believe that all living things have a soul

D. teaches that people should try to escape the temptation of evil by doing good deeds for others

E. a belief in some Asian religions that one is born again and again until his or her actions are good and pure

F. describes beliefs, education, and other parts of a culture that are not religious

Recap

The largest continent in the world is *Eurasia*. Eurasia has been divided into Asia and Europe. More than half the world's population live in Asia, and China is the most populous country in the world. Asia is often separated into three areas: South Asia, Southeast Asia, and East Asia.

Some of the world's oldest civilizations arose in Asia. Thousands of years ago cities and well-organized societies prospered in India and China. Eventually Europeans and Americans found all-water routes to Asia and began to colonize the land. They were interested in raw materials, technology, and goods produced in Asia, particularly in China.

Asia has been torn apart by many civil and international conflicts. These include the civil war between Chinese *Communists* and Nationalists, the Korean Conflict, and the Vietnam War. Civil wars are presently being fought throughout Asia.

The physical geography of Asia resembles a roller coaster. Highlands separate the southern half of Asia from Russia in the north. The highlands descend into the Gobi desert in Mongolia and China before rising into the Himalayas in the heart of Asia. As the land nears the coast in the east, south, and west, it levels into plains. A notable exception is the elevated Deccan Plateau, which dominates the center of India.

Rivers are the life-source for many Asians. Rivers flow down the many mountains and carry valuable soil and water to the plains. The Ganges and Indus rivers in India, the Irrawaddy and Salween in Southeast Asia, and the Wei, Xi Jiang, and Chang Jiang rivers in China are just a few of the rivers in Asia that help sustain life.

Because Asia stretches across so many latitudes, every kind of climate can be found. Tropical rainforest climate occurs along the Equator in Southeast Asia. There are savannas above the Equator. Vertical climates exist on all the mountain ranges, including the Himalayas and the Hindu Kush. And the desert climate in the Gobi is *inhospitable*.

Monsoons are a crucial part of the climate in South Asia. These winds are dry in the winter. However, in the summer they bring heavy rains and flooding. Floods kill many people and wash away vegetation and structures. They also provide water for farming. They are both life-taking and life-giving.

The many mountain ranges in Asia block moist air off the surrounding water bodies from reaching the interior. Consequently, much of the interior is dry and has extreme temperatures—hot summers and frigid winters.

Reflect

Commentary

Write a paragraph(s) in which you explain your knowledge of the Vietnam war. This war, fought in the 1960s and '70s, is an important part of recent American culture. What factual knowledge of the war do you have? Why was the war a "good" war for the United States to fight? Why was it a "bad" war for this country to fight? How has this war been represented in novels, movies, and music? Do you think representations of the war in the media are accurate?

Record

Completion

Complete the chart below. Use **Read** *and other available sources to gather information.*

Country	Capital	Form of Government	Largest Cities	Population Density	Main Crops and Natural Resources
India					
China					
Japan					
South Korea					
The Philippines					
Australia					
Vietnam					
Thailand					

Review

Identification

Write the correct vocabulary term on each line.

__________________ 1. lands most distant to the east from Europe; includes Japan, China, and the rest of East Asia; sometimes refers to all Asian lands east of Afghanistan

__________________ 2. ancient people who moved into India from the northwest about 3,500 years ago

__________________ 3. in theory, a social system in which no people are rich and no people are poor because all means of wealth (such as factories and farms) are owned by all the people

__________________ 4. dry, desert region in the middle or high latitudes in the interior of a continent

__________________ 5. a group of islands

__________________ 6. a name indicating those countries that are located around the Pacific Ocean, including Japan, North and South Korea, Australia, the United States, Canada, Mexico, and Chile

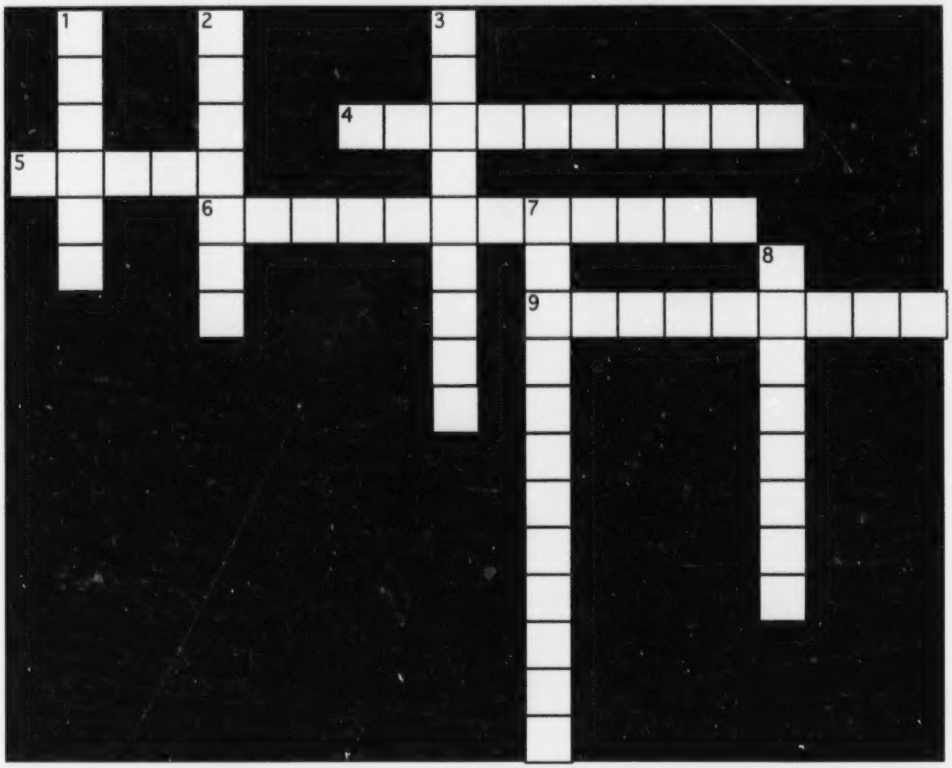
__________________ 7. a chain of volcanic mountains that rise from the floor of the Pacific Ocean

__________________ 8. the total value of goods and services produced in a country

Replay

Solve

Use the following clues to solve the crossword puzzle below.

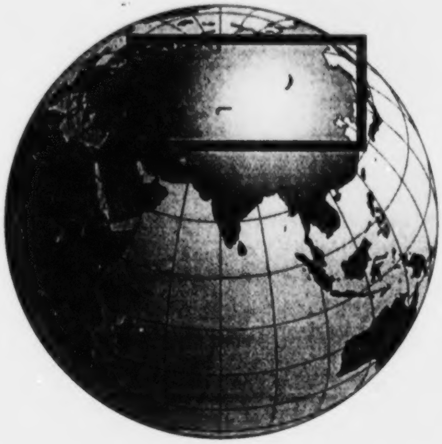


Across

4. surrounded by land with no direct outlet to the sea
5. area at the mouth of a river formed by soil deposited by the river
6. a great mass of land forming a part of a continent
9. a comfortable place to live, or inhabit

Down

1. term meaning "the east"
2. rule by a series of emperors from one family
3. a piece of land with water on three sides
7. an uncomfortable place for people to live
8. ancient language of India; today used only for sacred and scholarly writings



The Former Soviet Union

Remember

Vocabulary

Study the vocabulary terms below.

czar	a Russian king who has almost total power to make and enforce laws
glasnost	Russian word for *openness*; a program under Mikhail Gorbachev to give people more rights to express their views
Mongols	horsemen from Central Asia who invaded and conquered China, Russia, and places in Europe in the 13th century
Moscow	the capital city of Russia; was also the capital of the U.S.S.R.
taiga	subarctic evergreen forest consisting of pine, spruce, and fir trees
tundra	a treeless area with frozen soil in winter and wet and marshy land in summer
Union of Soviet Socialist Republics (U.S.S.R.)	the name given to Russia and its colonial empire in 1924, seven years after the Russian Revolution; collapsed in 1991
Vikings	people from northern Europe who invaded and conquered early Russia

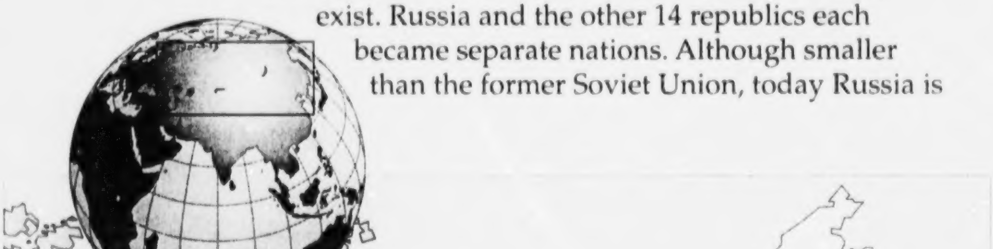
Read

Introduction

Until 1991, the largest and most powerful nation in the eastern part of the world was the **Union of Soviet Socialist Republics (U.S.S.R.)**. The U.S.S.R. was often called the *Soviet Union*, *Soviet Russia*, or *Russia*. The Soviet Union, however, included more than Russia. It was a union of 15 different republics, the largest and most powerful by far being Russia. **Moscow**, the capital of the U.S.S.R., was in the republic of Russia.

The Soviet Union was the largest country in the world. Whereas the continental United States crosses four time zones, the Soviet Union crossed 11 time zones.

On December 25, 1991, the Soviet Union ceased to exist. Russia and the other 14 republics each became separate nations. Although smaller than the former Soviet Union, today Russia is


North Sea
Bering Sea
Baltic Sea
ESTONIA
LITHUANIA
LATVIA
BELARUS
Sea of Okhotsk
RUSSIA
UKRAINE
MOLDOVA
Black Sea
GEORGIA
ARMENIA
AZERBAIJAN
KAZAKHSTAN
Sea of Japan
Caspian Sea
TURKMENISTAN
UZBEKISTAN
KYRGYZSTAN
TAJIKISTAN
Yellow Sea

the largest country in the world. Russia is nearly twice as large as the next largest nation—Canada.

Along Russia's western and southwestern borders lie the other 14 republics of what was once the Soviet Union. A great change is taking place in the political shape of the former Soviet Union. Russia and the 14 smaller republics are now in the process of forming their own governments.

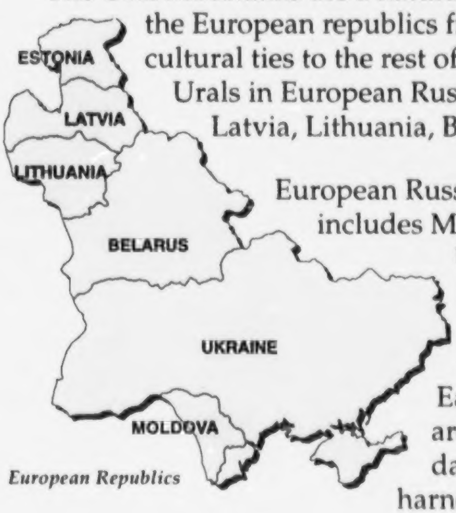
Many Americans may think of Russia as a far-off place. In some ways this is true. A trip from our capital, Washington, D.C., to Russia's capital, Moscow, would take many hours even on the fastest commercial jet. However, Russia is also very close to a part of the United States. The northeast corner of Russia is only about 50 miles away from the state of Alaska. Only the Bering Strait separates these two places. In the winter, when the Bering Strait freezes over, an adventurous person could actually walk across the ice from one country to the other. Evidence shows that the first humans to enter North America came across the Bering Strait from Asia at least 20,000 years ago!

Because the former Soviet Union is such a vast land, geographers often divide it into four geographical areas: European Republics and European Russia, Siberia, Central Asia, and Transcaucasia.

Preview: European Republics and European Russia

The Ural Mountains are a natural border that separates part of Russia and the European republics from Asia. This area west of the Urals has cultural ties to the rest of Europe. Most Russians live west of the Urals in European Russia. The European republics are Estonia, Latvia, Lithuania, Belarus, Ukraine, and Moldova.

European Russia is the heart of the former U.S.S.R. and includes Moscow, the Russian capital and the former U.S.S.R. capital. Most of the U.S.S.R.'s industry, farms, and transportation lines were built here. Most of this area lies on the Russian Plain, which runs from Eastern Europe to the Ural Mountains. This area also has the Volga River, upon which dams and reservoirs have been built to harness water and irrigate farms.



European Republics

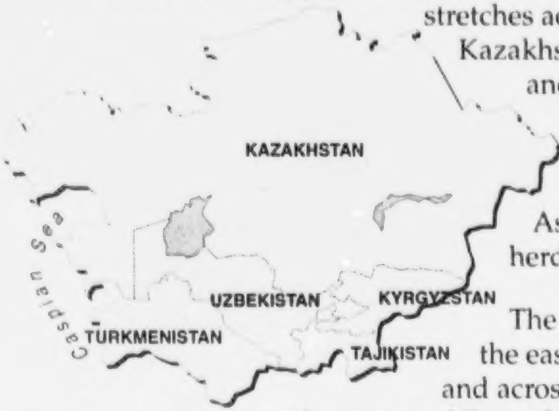
Preview: Siberia

European and Asian Russia (Siberia)

To the east of the Ural Mountains and stretching all the way to the Pacific Ocean lies Asian Russia. Most of Asian Russia is called *Siberia*. Siberia is the largest part of Russia. All of Siberia has a cold climate that makes daily living difficult. The lands in northern Siberia are frozen and treeless. Southern Siberia, in contrast, is a huge forest that supports a variety of wildlife.

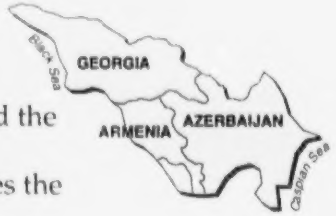
Preview: Central Asia

This area includes steppes and deserts. The steppes form a wide belt that stretches across all of northern Kazakhstan and into European Russia and the southern edge of Siberia. The steppes are a belt of grasslands. Some people grow crops in the steppes of Central Asia, while others continue to herd animals.



The southern deserts extend from the eastern edge of the Caspian Sea and across the central and most of the southern part of Central Asia. This dry and barren land supports few crops and is sparsely populated. Central Asia includes the republics of Turkmenistan, Tajikistan, Uzbekistan, Kazakhstan, and Kyrgyzstan.

Preview: Transcaucasia



Transcaucasia is located between the Black Sea and the Caspian Sea. It gets its name from the Caucasus Mountains that dominate the landscape. It includes the republics of Georgia, Azerbaijan, and Armenia.

Record

Fill in the Blanks

Complete each statement below. Write the correct answer on each line.

1. Until 1991, the largest and most powerful nation in the eastern part of the world was the ______________________ .
2. The U.S.S.R. was a union of 15 ______________________ .
3. After the collapse of the U.S.S.R., its 15 republics each became an ______________________ nation.
4. The ______________________ Mountains separate European Russia from Asian Russia.
5. The largest and most powerful republic within the Soviet Union was ______________________ .
6. Most of Asian Russia is called ______________________ .
7. Most Russians live in ______________________ Russia, west of the Ural Mountains.
8. The republics of Georgia, Armenia, and Azerbaijan form a region known as ______________________ .
9. ______________________ is the capital of Russia.

Read

History of Russia: The Creation and Collapse of a Political Giant

Viking

Much of Russia's earliest history is unknown. The first conquers of Russia were the ***Vikings,*** from Northern Europe. They made Kiev the center of their new kingdom. In the 13th century the Vikings and their lands were conquered by the **Mongols**, a group of nomadic horsemen from central Asia. Many of the Russians fled into the forests. Gradually they established new towns, including Moscow, with their own rulers.

In the 15th century, the Mongols were finally defeated. Until the Russian Revolution, in 1917, Russia was ruled by a **czar**, or king.

Russian Expansion: Taking Control of Eastern Europe and Central Asia

Ivan the Terrible (1547-1584) was the first czar to begin to enlarge Russia by taking over surrounding lands. Over the next 400 years, Russia expanded southward into the regions of the Black Sea, the Caspian Sea, and the Aral Sea. In the north, Russia claimed lands near the Arctic Ocean. Their soldiers and merchants also moved eastward across Siberia into North America. By 1812, Russian trading posts and forts extended down the western coast of North America from Alaska to California. Unable to defend their land in North America, the Russians withdrew and sold Alaska to the United States in 1867.

The Russian Revolution: The Communist Government Takes Control

One czar succeeded another and ruled Russia until the 20th century. In 1917, a communist revolution took place in Russia. The Communists overthrew the czar and changed the name of the Russian empire to the Union of Soviet Socialist Republics (U.S.S.R.). During World War II, the U.S.S.R. took over other countries along its border. The U.S.S.R. took control of lands in Central Asia, where the landforms, people, and cultures were more like those of Southwest Asia. The U.S.S.R. also took control of lands and countries on its western border, where the landforms, people, and cultures were like those of Europe.

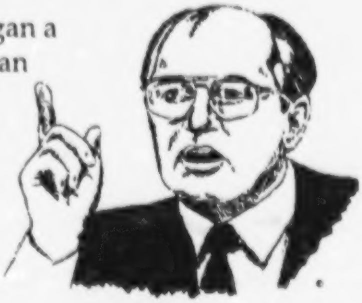
Each country including Russia was called a *republic* of the Soviet Union. The Soviet Union consisted of 15 different republics.

Collapse of Soviet Rule: Soviet Republics Gain Independence

The government of the Soviet Union restricted the people's rights. Basic necessities, including food and fuel, were often scarce.

The last Soviet leader, Mikhail Gorbachev, began a program called ***glasnost***. Glasnost is the Russian word for openness. Soviets were given more rights and freedoms. But even glasnost could not save the Soviet government. It began to lose its power and eventually could not control its republics.

On December 25, 1991, the Soviet Union collapsed. Its republics in both the south and west declared their independence. They established their own governments. As a result, the Union of Soviet Socialists Republic ceased to exist as a nation. *Russia* became a separate nation. The old city of Kiev is today the capital of Ukraine, a former Soviet republic.



Mikhail Gorbachev, the Last Leader of the Soviet Union

Record

Fill in the Blanks

Use the word list to complete each statement below. Write the correct answer on each line.

czar **Alaska** **U.S.S.R.** **Russia** **Mongols**

1. One of the first groups to conquer the land now called *Russia* was the Vikings. They were then conquered by the ____________________, a group of nomadic horsemen from central Asia.

2. From its beginning as a nation until the Russian Revolution, in 1917, Russia was ruled by a ____________________, or king.

3. These rulers expanded Russia's territory in every direction. Russia even once claimed ____________________, which is now a part of the United States.

4. In 1917 the Communists overthrew the ruler and changed the name of Russia and its empire to the ____________________. It has also been known as the Soviet Union.

5. In 1991, the Soviet Union collapsed, and the largest and most powerful republic once again became a separate nation known as ____________________.

Read

Physical Geography of Russia

Russia, even without the other republics of the former Soviet Union, is still by far the largest nation in the world. Much of its land is sparsely populated because it is too cold or too dry.

Landforms: European Russia

Lowland Plains. A vast part of Russia is lowland plains. The plains begin in Europe and reach eastward across most of the country. The plain to the west of the Ural Mountains is called the *Russian Plain*. It is a fertile lowland where crops can be grown during warm months. The Ural Mountains divide the plain between Europe and Asia. These mountains are low and are easily crossed. The highest peak, Mt. Narodnaya, reaches only 6,214 feet. However, the mountains extend north to south for 2,000 miles, from the Arctic to Russia's southern border.

Caucasus Mountains. South of Russia, between the Black and Caspian seas, are the Caucasus Mountains. They separate Russia from some of the Soviet's former republics. The Caucasus are some of the highest mountains in the region. Some of Russia's richest farmlands are located in the steppes, or plains, north of the Caucasus Mountains.

Hikers in the Ural Mountains

Landforms: Siberia—Sleeping Land

Just east of the Urals begins Siberia. Siberia means "sleeping land" in Russian. It is a vast, cold and, until recently, sparsely populated land. At the eastern base of the Urals begins a lowland plain, called the *Siberian Plain*. It is frozen in winter and swampy in summer.

The Highlands. Land elevations to the east of the plain begin to rise. The center of Siberia lies on the Central Siberian Plateau. Eastern Siberia is also highlands that include mountains and ridges. These highlands descend into the Sea of Okhotsk. Between the Sea of Okhotsk and the Bering Strait in the northeast is the Kamchatka Peninsula, which juts out from the Siberian mainland. In southern Siberia, a range of high mountains separates the nation of Russia from its southern neighbors.

Long Winters. Until recently Siberia has been considered an inhospitable region—an uncomfortable place to live. The soil below the earth's surface is permanently frozen and cannot be used for farming. This condition is called *permafrost*. In the summer, the ground at the surface melts just enough to become marshy. Because of its location in the high latitudes, winter comes early and lasts for many months.

Rivers. The large rivers of Siberia flow out of the southern highlands. The Ob, Yenisei, and Lena rivers drain northward into the Arctic Ocean. These rivers can be navigated only in summer. They are frozen most of the year and are of little use for transportation and communication.

Natural Resources. However, Siberia is not just a frozen and vast wasteland. The southern and eastern areas of Siberia are rich in natural resources. In addition, southern Siberia contains one of the world's largest, northern forests in the world. These forests are valuable for timber and plentiful fur-bearing animals.

70-Year-Old Siberian Backcarrier Made from Birchbark and Moose

The Rivers of Russia: Few Outlets to Warm-Water Ports

There are several large river systems in Russia. West of the Urals, the Volga and Don rivers run north to south. The Volga drains into the Caspian Sea, a large landlocked sea in southern Russia. The Don River empties southward into the Black Sea, which adjoins the Mediterranean Sea. At one time, the Soviet Union controlled the Black Sea. Today, Russia can use the Black Sea only with permission of the countries who now control it.

Bridge over the Angara River in Irkutsk

In Siberia, the Ob, Yenesei, and Lena rivers flow northward across the Siberian Plain. They empty into the Arctic Ocean. Frozen most of the year, these rivers are of little value to

Russia's trade and commerce. Russia has built a large network of man-made canals between its rivers to improve transportation.

There are other large bodies of water in or near southern Russia. They are the Caspian and Aral seas, and Lake Balkhash and Baikal. However, these waterways also are landlocked. With the exception of the Don River, Russia does not have access to warm-water outlets to the world's oceans.

Climates: Long Winters and Short Summers

Most people who haven't studied the climate of Russia probably think of snow and more snow falling throughout the country. For much of Russia this image is accurate. Russia is the northernmost country on Earth. Much of its land lies within the frozen Arctic Circle. However, many Americans might be surprised to find out that the climate around Moscow and Petersburg is humid continental. This is the climate of four seasons, with a growing season of five months or more. Most Russians live in this region.

Petersburg's Summer Garden—the Strolling Place of Czars

Tundra. Most of Russia is located in the middle and high latitudes and has a cold climate. In the high latitudes, across the northernmost strip of Russia, is the Arctic Circle. Within the Arctic Circle is the northernmost climate region on Earth. The Arctic Circle has a **tundra** climate; it is cold to freezing the entire year-round.

Subarctic. Just south of the Arctic Circle, the climate of Russia becomes a subarctic climate. This climate has evergreen forests called ***taiga***. Winter temperatures can reach 60 degrees below zero for long periods of time. In summer, however, the temperatures can rise as high as 80 degrees above zero. During the summer the ground becomes soft and marshy. Nearly a third of Russia has a subarctic climate.

Birch Forest of Arkhangelskoye

A Slowly Dying Village in Karelia

The Steppes. The southern part of Russia has a steppe climate. This climate region stretches from the Black Sea into central Asia. The soil in the steppes is called *chernozen*—a rich, black, and fertile soil in which most of Russia's crops are grown.

Vertical Climate. The mountains along the coasts have milder climates than those that are far inland. All of the mountains, however, have vertical climates. The higher the elevation, the colder the climate. Some mountains in Russia rise as high as 15,000 feet above sea level. The peaks of these mountains are covered with snow.

The Lack of Nearby Water Bodies: A Cold Country

Most of Russia is located far from any large body of water. As you've learned in earlier units, large bodies of water tend to warm the temperatures of nearby lands. The lack of nearby oceans, seas, or lakes helps make Russia one of the coldest countries on Earth.

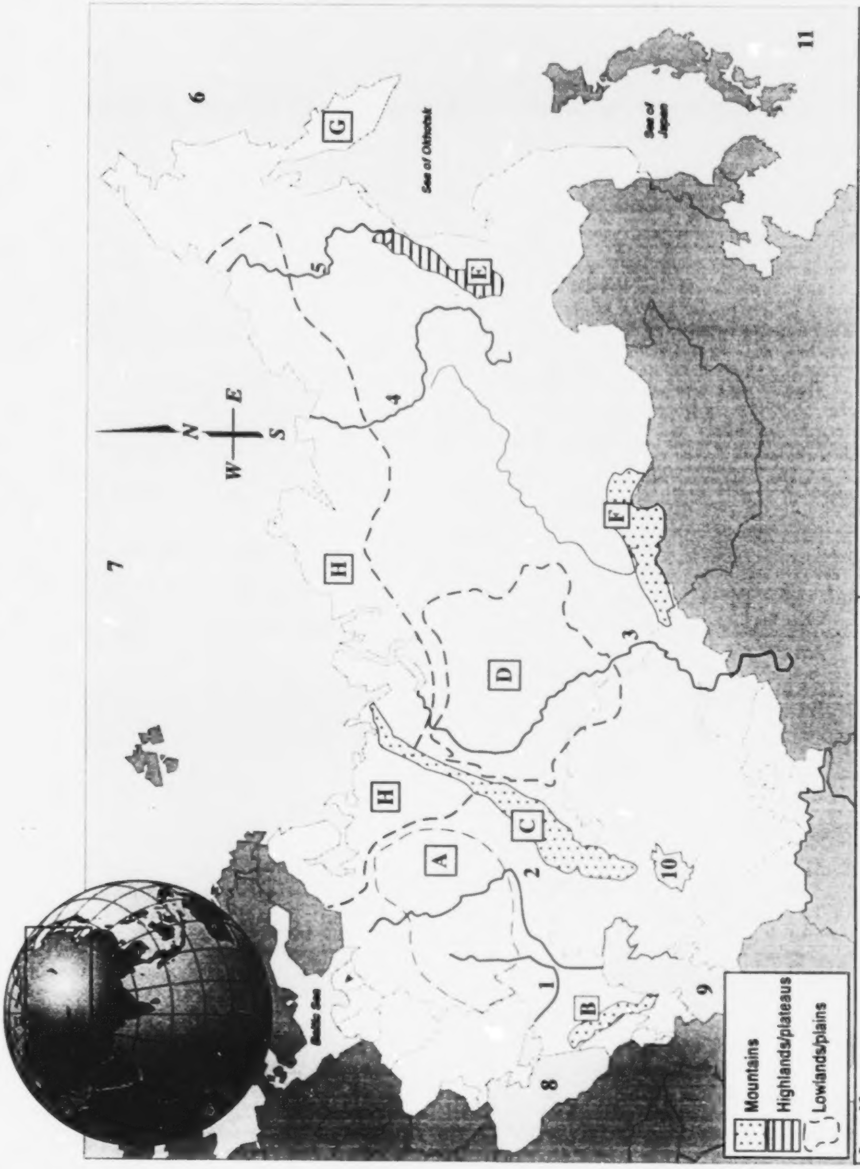
A Landlocked Nation in Search of a Warm-Water Port

Although Russia has the longest coastline in the world, most of its coastline remains frozen throughout the year. Russia is practically landlocked. The Arctic Ocean along Russia's northern coast is frozen solid for all but two months of the year. The Pacific Ocean along Russia's eastern coast is also frozen most of the year. For most nations, nearby oceans provide international trade routes. Their ships can use these waterways to export and import goods. Russia's location, however, provides it with few international trade routes. Lack of trade routes has always hindered Russia's ability to carry on trade around the world. Russia shares its southern and western border with 14 different nations.

Record

Mapping

Identify the landforms and water bodies listed on the map of Russia below. Write the correct letter for each landform and the correct number for each water body on the lines provided.


7
6
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2
1
8
B
3
F
10
9
11
Sea of Okhotsk
Sea of Japan
Baltic Sea
Mountains
Highlands/plateaus
Lowlands/plains

Landforms

___ Kamchatka Peninsula
___ Siberian Plain
___ East Plateau and Highlands
___ Central Asian Mountain Ranges
___ Arctic Circle
___ Russian Plain
___ Caucasus Mountains
___ Ural Mountains

Water Bodies

___ Pacific Ocean
___ Volga River
___ Ob River
___ Caspian Sea
___ Bering Sea
___ Don River
___ Aral Sea
___ Arctic Ocean
___ Kolyma River
___ Black Sea
___ Lena River

Record

Fill in the Blanks

Use the map on the previous page to complete each statement below. Write the correct answer on each line.

1. The ____________________ separates Russia from Alaska.

2. China lies ____________________ of Russia.

3. The ____________________ Mountain range separates Russia from its former republics in the south.

4. The rivers of Siberia flow in a ____________________ direction.

5. The ____________________ Mountain range divides Eurasia.

6. Russia cannot use most of its waterways as international waterways because ____________________ .

7. Few people live in most of Siberia because ____________________ .

8. The soil in most of Siberia is ____________________ .

9. The plain west of the Urals is called ____________________ .

10. The plain east of the Urals is called ____________________ .

Read

Economic Geography: Failed Past, Unpredictable Future

Following the Russian Revolution, in 1917, the government took control of all economic planning. Based in Moscow, the communist government decided how land should be used and what products should be manufactured. It decided where to build factories and what kind of a job each person should hold. Although this *centrally planned economy* had some success, it eventually failed.

Feeding the People: A Soviet Problem

The Soviet government decided it could best feed its people by controlling and planning all farming. The government combined smaller farms into single larger farms. People were allowed to keep small plots of land for family gardens. The government decided which crops should be grown and to which areas in the Soviet Union the food would be sent. This strategy was used to meet the national goals the government had set.

The strategy did not succeed. Many farmers were angered when the government took their land. Some farmers revolted and attempted to damage the government farms.

Because the government owned all the large farms, there was no competition between one farm and another. A farm would not go out of business if it did not produce as much crop as other farms did. Workers on the farms had little reason to work hard and be productive. They rarely lost their jobs or felt any commitment to their work.

Industry: From Early Success to Eventual Failure

From its beginning, the Soviet Union worked to be an international power. It believed that a strong industry was necessary to be the giant nation in the Eastern world and beyond.

The government made increasing its industry one of its goals. It began by building machines to use on its collective farms. By using machines to farm, people would be free from farm work and could work in factories.

This strategy was successful. When World War II broke out, the Soviet Union was able to make the weapons and equipment it needed to fight the war. By the 1980s, however, the industry in the Soviet Union was beginning to fail. The cost of being a superpower and having no competition between its industries was too great.

The Cost of Being a Superpower. To maintain its role as leader of the communist world, the Soviet Union manufactured many weapons and military equipment. Much of its industry went to its weapon buildup. Many other goods the people needed were not produced. Eventually, the people in Russia and the other 14 republics would not support a government that ignored their standard of living.

The Result of No Competition. Soviet industry also suffered from a lack of competition. As was true of the farm worker, the factory worker and manager had little reason to work hard or think of a better way to make goods. In most cases, a worker or manager was neither penalized nor rewarded for the job he or she did.

The Economic State of the Post-Soviet Union

Russia and the newly independent nations now are faced with many economic challenges. Most of the industries not used to make weapons did not have modern technology and did not use efficient production methods.

Russian Women Clean Fish in a Factory

Russia has many natural resources, but many are located in Siberia, far from major regions of population and industry.

The Chernobyl Nuclear Disaster

The Soviet Union was in the forefront of developing nuclear energy until 1989, when a serious accident occurred at a nuclear power plant in Chernobyl, Ukraine. Dozens of workers were killed and thousands made ill from radiation poisoning. Hundreds more were forced to leave their homes. Winds carried the deadly radiation as far away as Poland and Norway, where it killed plants and animals and poisoned the soil.

Many people now find themselves unemployed. When the Soviet government collapsed, many people were left without jobs or incomes.

A Russian Family Cooks Their Meal Outdoors

Record

Short Answer

Answer each question below with a short answer.

1. What was the capital of the former Soviet Union? ____________

2. The Soviet government decided how land should be used and what products should be made. What is this kind of economic planning called?

   ____

3. What did the Soviet government do with privately owned farms?

   ____

   ____

4. What was one reason Soviet farms were not productive?

   ____

5. What was one reason Soviet industries failed after World War II?

   ____

   ____

   ____

6. Why do many people in the former Soviet Union now find themselves unemployed?

   ____

   ____

Read

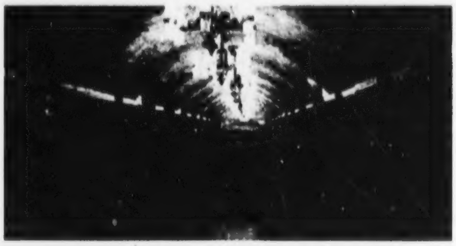
A Closer Look: Russia

Geographers often divide the giant nation of Russia into four regions: the Russian Core, Siberia, the Eastern Frontier, and the Far East.

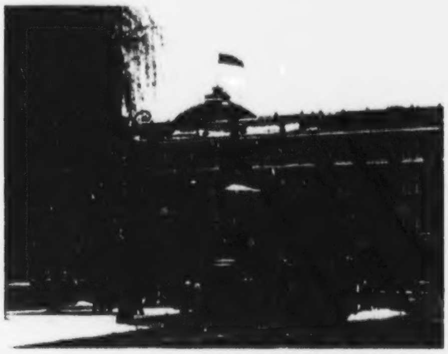
Russian Core: The Center of Russian Life and Work

The Russian Core is where most of the Russian population lives. It is Russia's industrial and agricultural center. It stretches from Russia's western border to the Ural Mountains. Moscow, Russia's capital, and Petersburg, once the home of czars, lie in this region.

Moscow. Moscow is a city of over nine million people. It is the center of Russia in many ways. Roads and railroads often begin in Moscow and flow in all directions. Moscow has been the center of politics for the Soviet Union and Russia for almost a century. Much industry is centered in Moscow or in the cities within a few hundred miles.



A Hallway of the Stalin Metro Subway in Moscow



The Czar's Bell—the Largest in the World—Stands in Front of the Kremlin in Moscow.

Moscow is typical of the larger cities in Russia. It is overcrowded. Shabby and poorly built high-rise apartments have been constructed in clumps. Most families are crowded into apartments with only a few small rooms. Finding food can be difficult. Shopping lines are often long, and the supplies of food often run out quickly.

Huge, Stone-Block Apartments in the City of Petersburg

Petersburg. At one time, Petersburg was called *Leningrad*. Petersburg has more than five million people and, like Moscow, it has poorly constructed and inadequate housing. Its industry still manufactures weapons and farm machinery—two of the industries that began shortly after the Russian Revolution, in 1917.

Siberia: Frozen Land of Great Natural Resources

Siberia extends from the Ural Mountains in the west to the Kamchatka Peninsula. Only about 15 million people inhabit this area that is larger than the United States. This vast tract of land is one of the most inhospitable in the world. Its cold temperatures, infertile soil, and great distance from urban centers makes surviving in Siberia difficult.

Siberia, however, does have many resources, including natural gas, oil, gold, diamonds, iron, and bauxite. Finding, getting, and transporting these resources is a difficult and expensive task. Still, the need and value of energy resources, such as natural gas and oil, have brought workers and equipment to the interior of Siberia.

The Altai Mountains between Russia and Mongolia

This frozen and desolate place was once used as a prison camp. Under Stalin, once the leader of the U.S.S.R., criminals and dissidents (those who spoke or worked against the government) were often sent to mining and lumber camps in Siberia. Many of these people died from the harsh and often inhumane conditions in Siberian camps.

The future of Siberia will probably include more people and industry. Russia is building a railroad to carry people, equipment, and resources in and out of Siberia. Russia will continue to tap Siberia's oil and natural gas reserves to provide the much needed energy to its urban centers.

The Eastern Frontier: Industrial Centers and Forbidding Lands

Between the northern half of Siberia and the nations of Kazakhstan, Mongolia, and China lies a long, narrow belt of land called the *Eastern Frontier*. Early in its planning, the Soviet government decided to make the Eastern Frontier an important production area. It built railroad and highways to transport goods back and forth from the Russian Core to the Eastern Frontier.

This important region has three major production centers. One is Karaganda and Tselinograd. These cities are now part of northern Kazakhstan, one of the 14 republics that declared its independence from the Soviet Union. They are major producers of iron, steel, and chemicals.

North of Karaganda and Tselinograd is the Kuznetsk Basin. Iron ore deposits made this area a major production site. Its largest city, Novosibirsk, is a large factory city, located along the Trans-Siberia Railroad.

Lake Baikal

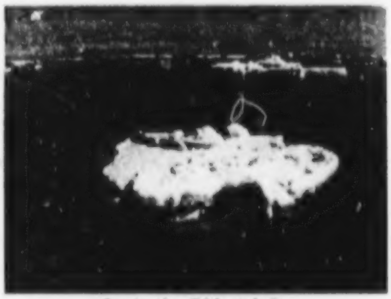
The Novosibirsk Train Station of the TransSiberian Railway

The third production center is the Lake Baikal area, in the eastern part of the Eastern Frontier. It is used primarily as a service center for Siberia to the north. The land just east of the Lake Baikal area is some of the most rugged in all of Russia.

The Far East: Russia's Entranceway to Southeast Asia

East of the Eastern Frontier is a small area of land with a long coastline along the Pacific Ocean. This region is called Russia's *Far East*. When Americans think of the Pacific, we may imagine the golden coastline of California. Even further north, in the state of Washington, the coast is colder, but still habitable.

Russia's Far East, however, is quite different. Its coastline along the Pacific Ocean is frozen throughout the winter. Ships called *icebreakers* must crack away the ice for its ports to remain open. This area provides important water routes for Russia. A look at the map shows how close this region is to Japan, South Korea, and other countries with thriving economies.


Ice in the Okhotsk Sea

Temperatures on land near the Pacific Ocean are usually kept moderate by the water. In Russia's Far East, however, the ocean has little effect on the long and extremely cold winters and cool summers. In spite of the harsh conditions, Russia's Far East has many cities based around fishing or manufacturing. Timber, coal, tin, and iron ore from this area are used to make furniture, steel, and other products in nearby factories. Russians fish in the Pacific Ocean and the Sea of Okhotsk. Most of this food is then sent back to the western regions where the larger cities lie.

Record

Matching

Match each **term** *in the left-hand column with its* **description** *in the right-hand column. Write the correct letter on each line.*

Term	Description
_______ 1. Far East	A. once called *Leningrad*, it is a major city of Russia, filled with poorly constructed housing
_______ 2. Russian Core	B. extends from the Ural Mountains to the Pacific Ocean; once used as a prison camp, today its deposits of oil and natural gas are being tapped
_______ 3. Petersburg	C. small area of frozen land with a coastline along the Pacific Ocean; lies near Japan and South Korea
_______ 4. icebreakers	D. home to most Russians and the capital city, Moscow; Russia's industrial and agricultural center
_______ 5. Siberia	E. lies between Siberia and the nations of Mongolia and China; its resources and products are shipped back to main population centers on railroads and highways
_______ 6. Eastern Frontier	F. ships used to crack ice on bodies of water to keep ports open

Read

Connections: An Enemy and Partner to the United States

After World War II the United States and the Soviet Union became the world's two most powerful nations. Each nation attempted to spread its form of government. The Soviet Union took control of many countries in Eastern Europe—including Poland, Hungary, Romania, Bulgaria, and East Germany. The Soviet Union also extended its influence into Asia, Africa, and the western hemisphere.

The United States also exerted its power. Much of the Western world was influenced by our nation's government. The government helped those countries who were important to us. In many cases, the United States supported countries in establishing democratic governments. However, in some cases, the United States helped dictators remain in control. These particular countries usually had strong economic ties with the United States or were in danger of becoming a Soviet satellite. A Soviet satellite was the name given to those countries controlled by Moscow.

This battle between the two great superpowers of the world was called the *cold war*. Many Americans were raised to think of the U.S.S.R. and the Soviets as "the enemy." Today, however, this relationship is changing quickly.

After the collapse of the Soviet Union, the American government quickly developed a close relationship with Russia. Many American businesses are planning to become a part of the new Russia. They are building businesses in Russia and investing money in new enterprises.

Russia, with its vast land and both natural and human resources, will surely be an important player in the world to come. As Russia connects with the Western world, its relationship with the United States will grow and will offer many Americans a cultural and economic resource.

Mikhail Gorbachev (right)—the Man Who Opened the Window on the West—Speaks to Anatoly Sobchak (left), the Leningrad Pertosoviet Chairman.

Record

Matching

Match the **term** *in the left-hand column with its* **description** *in the right-hand column. Write the correct letter on each line.*

	Term	Description
_______	1. Central Asia	A. area of three former Soviet Republics; these republics lie across a tall mountain range
_______	2. Eastern Europe	B. area of five former Soviet Republics; contains deserts and steppes and lies between Caspian Sea and China; site of terrible ecological disaster when once beautiful Aral Sea was polluted and many people died
_______	3. Transcaucasia	C. area of six new countries on the Great European Plain; bordered by the Baltic Sea in north and Black Sea in south
_______	4. transition	D. a change from one state or condition to another; Russia and the former Soviet Republics are experiencing this at present

Read

Special Focus: The Post-Soviet Union: Nations in Transition

The Soviet Union was always an isolated nation. The vast distances from other nations limited its contact with other cultures. Its frozen northern oceans and landlocked south prevented commercial shipping over international trade routes. The long, cold winters and a hostile government discouraged foreign visitors. Soviets tended to look into their past for identity and direction.

In the post-Soviet world, this may change. Russia and the other republics are eager to work with foreign nations to build their economic systems. Rebuilding their economies will begin connecting the post-Soviet republics to their world neighbors.

The newly found independence and freedom is not without its costs, however. Under the Soviet Union, the people were not allowed to participate in government. They had little experience in democratic self-government. Now, many of them are uncertain how to exercise their new freedom. In some elections, voters placed their former Soviet leaders back in power. Fights over political and economic issues have broken out among some groups. Ethnic quarrels have resulted in civil war in some of the former republics.

The Former Soviet Republics: A Closer Look

When the Soviet Union ended, new maps had to be drawn to reflect the political changes. The former Soviet Republics had to be recognized as independent nations.

Eastern Europe. Six of the new countries are Estonia, Latvia, Lithuania, Belarus, Ukraine, and Moldova. They lie on the Great European Plain between Europe and Russia. They are bordered by the Baltic Sea in the north and the Black Sea in the south. Historically and culturally, these six countries have more in common with Europe than with Asia. They can be included in the culture region of Eastern or Central Europe.

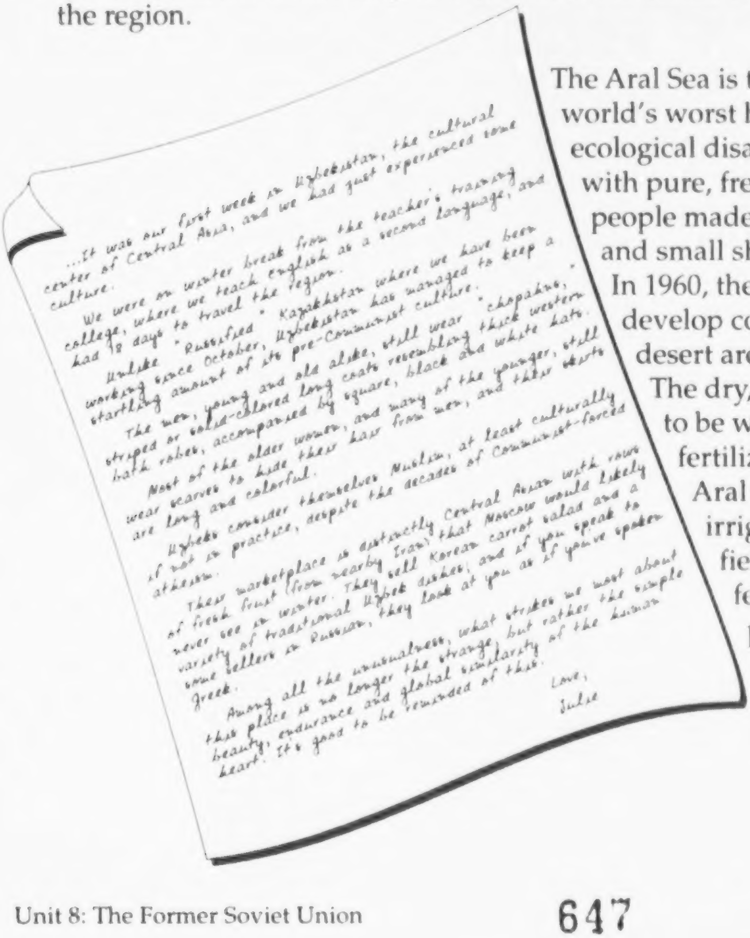
Transcaucasia. The rugged Caucasus Mountains lie south of Russia between the Black Sea and the Caspian Sea. Located in this tall mountain range are three former Soviet Republics: Georgia, Azerbaijan, and

Armenia. The region often is referred to as *Transcaucasia* because these republics lie across the mountain range.

This small region is made up of people with a variety of languages, religions, and traditions. In the post-Soviet period, the countries have been engulfed in severe conflicts over territory and ethnic disputes. It has been a battleground for religious wars between Christians and Muslims. Russians, Turks, and Persians have fought over the lands.

Central Asia. Five former Soviet Republics are located south of Russia in Central Asia. They are Kazakhstan, Uzbekistan, Turkmenistan, Tajikistan, and Kyrgyzstan. A region much like northern Africa, Central Asia contains dry deserts and steppes. It lies between the Caspian Sea and China and is bordered on the southeast by the Hindu Kush Mountains.

The western border is the large, landlocked Caspian Sea. The Aral Sea, also a landlocked body of water, lies in the desert between Kazakhstan and Uzbekistan. A few large lakes, rivers, and canals are scattered through the region.



...It was our first week in Uzbekistan, the cultural center of Central Asia, and we had just experienced some culture.

We were on winter break from the teacher's training college, where we teach english as a second language, and had 18 days to travel the region.

Unlike "Russified" Kazakhstan where we have been working since October, Uzbekistan has managed to keep a startling amount of its pre-Communist culture.

The men, young and old alike, still wear "chapans," striped or solid-colored long coats resembling thick western bath robes, accompanied by square, black and white hats.

Most of the older women, and many of the younger, still wear scarves to hide their hair from men, and their skirts are long and colorful.

Uzbeks consider themselves Muslim, at least culturally if not in practice, despite the decades of Communist-forced atheism.

Their marketplace is distinctly Central Asian with rows of fresh fruit (from nearby Iran) that Moscow would likely never see in winter. They sell Korean carrot salad and a variety of traditional Uzbek dishes; and if you speak to some sellers in Russian, they look at you as if you've spoken Greek.

Among all the unusualness, what strikes me most about this place is no longer the strange, but rather the simple beauty, endurance and global similarity of the human heart. It's good to be reminded of this.

Love,
Julie

The Aral Sea is the site of one of the world's worst human and ecological disasters. Once filled with pure, fresh water, many people made a living in fishing and small shipping industries. In 1960, the Soviets decided to develop cotton fields in the desert around the Aral Sea. The dry, infertile soils had to be watered and fertilized. Water from the Aral Sea was used to irrigate the cotton fields. Chemical fertilizers and pesticides were extensively used to improve the soil.

The results were disastrous. Gradually, the waters of the Aral Sea were drained away, and the pesticides polluted the groundwater. The waters and the land around the Aral Sea were destroyed. Chemicals used in the cotton fields caused illness and death among the people. The once beautiful and productive Aral Sea is now a polluted desert. Its natural and economic value to the inhabitants has simply vanished.

Historically, most of the people of Central Asia have practiced Islam. The Soviets tried to abolish, or eliminate, all religions. Since independence, the interest in Islam has been revived and spread. The former republics of Central Asia have reestablished religious ties with the neighboring Muslim countries such as Pakistan and Iran.

The Future of the Post-Soviet World

Russia and the other former Soviet Republics have entered a new era. This is a period of transition, an era with an uncertain future.

Within Russia, groups are attempting to gain more autonomy, or control over their own destiny. Russia's national president must respond to local needs and demands. Russia also must deal with polluted water and air from its factories, as well as its poorly built nuclear power plants.

Will Russia and the other republics of the former Soviet Union be able to successfully restructure themselves in the direction of democracy and free enterprise? Will they be able to contain conflicts between different ethnic and religious groups? Will they ever regain the power once held in the world by the Soviet Union?

A Russian Security Guard in Protective Garb at Chernobyl

Record

Identification

Place a check (✓) beneath the heading **The Former Soviet Union** *if the item occurred before the collapse of the Soviet Union. Place a check (✓) beneath the heading* **The Post-Soviet World** *if the item occurred or is occurring after the collapse of the Soviet Union.*

Terms	The Former Soviet Union	The Post-Soviet World
glasnost		
territorial and ethnic conflict in Transcaucasia		
cold war		
czars		
American investors in Russia		
revived interest in Islam in Central Asia		
15 Soviet Republics		
superpower		
unemployed Soviet government workers		
15 independent Republics		
newly-independent nations rebuilding economies		
Moscow as capital of Russia		
Centrally planned economy		
Russian Revolution		

Record

Short Answer

Use the data in the chart below to answer the questions that follow.

Region	Country	Area in Sq. Miles	Population	Pop. Density (per sq. mi)	Industry	Agriculture	PCI (Per Capita Income)
North America	**United States**	3,678,900	260,000,000	68	All types	All types	$16,555

The Former Soviet Union

Region	Country	Area in Sq. Miles	Population	Pop. Density (per sq. mi)	Industry	Agriculture	PCI (Per Capita Income)
Russia	**Russia**	6,592,800	150,000,000	23	Heavy industry—vehicles, oil, chemicals, minerals, timber, furs	grain, cotton, sugar beets, livestock	$1,820
Eastern Europe	**Estonia**	17,413	1,581,000	91	Agricultural—machinery, electric motors	grain, vegetables, livestock	$3,830
	Latvia	24,900	2,680,000	71	Railway cars, paper	grain, potatoes, livestock	$3,410
	Lithuania	25,170	3,754,000	150	Engineering, shipbuilding	grain, vegetables, livestock	$2,710
	Belarus	80,134	10,200,000	129	Food processing, chemicals, machinery	grain, flax, potatoes, sugar beets	$3,110
	Ukraine	223,100	52,000,000	224	Heavy industry	grain, sugar beets, potatoes	$2,340
	Moldova	13,000	4,400,000	342	Canning, wine making, textiles	grain, grapes	$2,170
Transcaucasus	**Armenia**	11,306	3,300,000		Mining	cotton, figs, grain	$2,150
	Azerbaijan	33,400	5,600,000	222	Oil, chemicals	grain, cotton	$1,670
	Georgia	26,900	5,600,000	207	Manganese mines, timber	citrus fruit, wheat, grapes	$1,640
Central Asia	**Kazakhstan**	1,049,200	16,810,000	17	Minerals, steel, cement, footwear, textiles	grain, cotton	$2,470
	Kyrgyzstan	76,600	4,700,000	61	oil, gas	livestock, grain	$1,550
	Tajikistan	55,300	5,000,000	106	Cement, knitwear, footwear, minerals	grain, vegetables	$1,050
	Turkmenistan	188,500	4,100,000	22	Carpets, mining	grain, cotton, grapes	$1,700
	Uzbekistan	172,700	20,215,000	130	Steel, tractors, cars, textiles, minerals	cotton, rice	$1,350

—Source: 1994 Atlas of the World

1. Which country in the charts has the highest population?

____

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2. Which country in Eastern Europe has the largest population?

____

3. Which countries have a mining industry?

____

4. Which country in Central Asia has the lowest population density?

____

5. Which two countries are closest in area of square miles?

____

6. Which region—Russia, Eastern Europe, Transcaucasus, or Central Asia—has the highest average per capita income?

____

7. What is the most common agricultural product in the former Soviet Union?

____

8. Which country is similar to the United States in population density?

____

9. Which is the smallest country in area? ____________________

Recap

Until 1991, the largest and most powerful nation in the eastern part of the world was the *Union of Soviet Socialist Republics* (*U.S.S.R.*). In 1991, the U.S.S.R. collapsed. Its 15 republics declared their independence and began the difficult task of forming their own governments. Russia was the largest of the former republics and today is the largest country in the world.

The Soviet Union was originally called "Russia" and ruled by *czars*. Russia was renamed the U.S.S.R. after the last of the czars was overthrown by the Communists in the Russian Revolution of 1917. The U.S.S.R. expanded during and after World War II by taking control of countries along its borders.

Much of Russia is lowland plains. The plains to the west of the Ural Mountains are called the "Russian Plain." These plains contain Russia's capital, *Moscow*, its largest population and cities, most of its industrial centers, and many of its large farms. The Russian Plains stretch west through the European Republics—six republics of the former Soviet Union which are now independent nations.

The plains east of the Ural Mountains are called the "Siberian Plain." This land is barren—frozen during the long winter and swampy in the summer. To the east of these plains the land rises into the Central Siberian Plateau. Further east are more highlands that include mountains and ridges.

South of Russia, in Central Asia, are the Caucasus Mountains. Near these mountains are steppes, or plains, on which some of Russia's most fertile farmlands produce abundant crops.

Most of Russia has a cold climate. *Tundra* and subarctic climates cover Siberia and northern Russia. The rest of Russia and the other former republics have a humid continental, steppe, or desert climate.

The former Soviet Union and present-day Russia have always faced a trade obstacle. They have no year-round warm-water ports they can use as entranceways to international trade routes. Their ships must go through waters controlled by other countries or sail when a section of their own coast is not frozen.

The present-day economy still suffers from the centrally planned economy of the Soviet Union. Most of the Soviet Union's technology and resources were used to produce weapons. The Soviet's needed modern and plentiful weapons to maintain their position as a superpower. Soviet farms and nonmilitary factories were neither efficient nor modern.

In addition, much of the population had been employed by the Soviet government. When the government collapsed, many people lost their jobs. Today, Russia and the other 14 former republics must rebuild their economies.

Since the collapse of the Soviet Union, the United States government has begun developing a friendly and close relationship with Russia. American businesses are investing in new enterprises in Russia.

Reflect

Commentary

Write a paragraph(s) on the lines below that explains the different kinds of images and expressions you have heard and thought of to describe the former Soviet Union. Was this former nation thought of by most Americans and yourself as good or evil? What characters in a novel, movie, or even sports have an image similar to the Soviet Union's? Since the collapse of the Soviet Union, has the image of Russia changed? For better or worse?

Review

Identification

Write the correct vocabulary term for each definition below.

_____________________ 1. people from northern Europe who invaded and conquered early Russia

_____________________ 2. the name given to Russia and its colonial empire after the Russian Revolution

_____________________ 3. the Russian word for *openness*; a program under the last Soviet leader, Mikhail Gorbachev, to give people more rights to express their views

_____________________ 4. the capital city of Russia; was also the capital of the U.S.S.R.

_____________________ 5. a treeless area with frozen soil in winter and wet and marshy land in summer

_____________________ 6. a Russian monarch, or king, who has almost total power to make and enforce laws

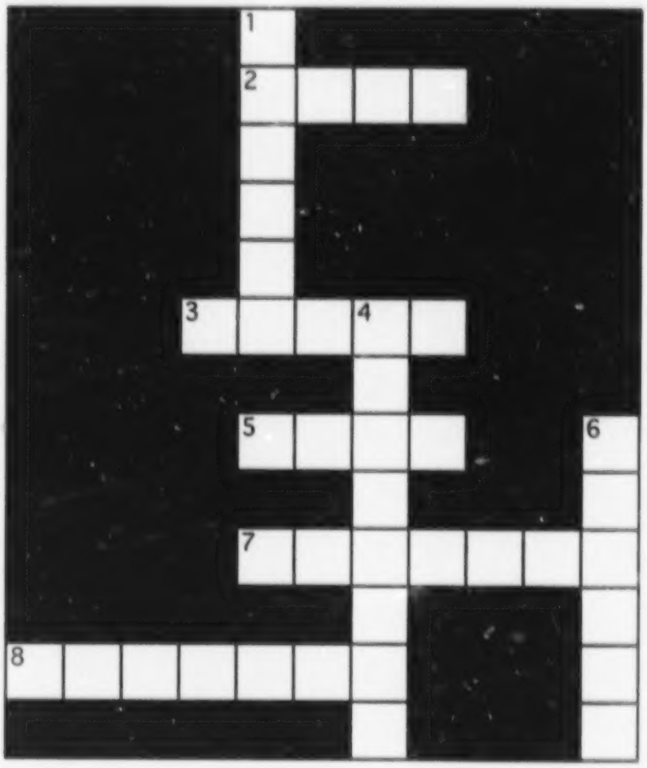
_____________________ 7. subarctic evergreen forest consisting of pine, spruce, and fir trees

_____________________ 8. horsemen from central Asia who invaded and conquered China, Russia, and places in Europe in the 13th century

Replay

Solve

Use the following clues to solve the crossword puzzle below.



Across

2. the name given to Russia and its colonial empire in 1924
3. subarctic evergreen forest consisting of pine, spruce, and fir trees
5. a Russian monarch, or king
7. horsemen from central Asia who invaded and conquered China, Russia, and places in Europe in the 13th century
8. people from northern Europe who invaded and conquered early Russia

Down

1. a treeless area with frozen soil in winter and wet and marshy land in summer
4. Russian word for *openness*: a program under the last Soviet leader to give people more rights to express their views
6. the capital of Russia; was also the capital of the U.S.S.R.

Europe

Remember

Vocabulary

Study the vocabulary terms below.

Chunnel	tunnel under the English Channel linking Britain and France
Eurasia	the giant landmass that stretches from the Atlantic Ocean in the west to the Pacific Ocean in the east; geographers often divide this landmass into Europe and Asia
European Community (EC)	a group of European nations bound together by free trade agreements
glaciers	masses of ice that slowly move down a hill or mountain
nation-state	a country or other political unit whose people have similar identities, such as religion, language, and culture
Norden	the countries in Northern Europe—Denmark, Norway, Sweden, Finland, Estonia, and Iceland
peasants	people who work on small farms that they own or who work on other people's farms as laborers

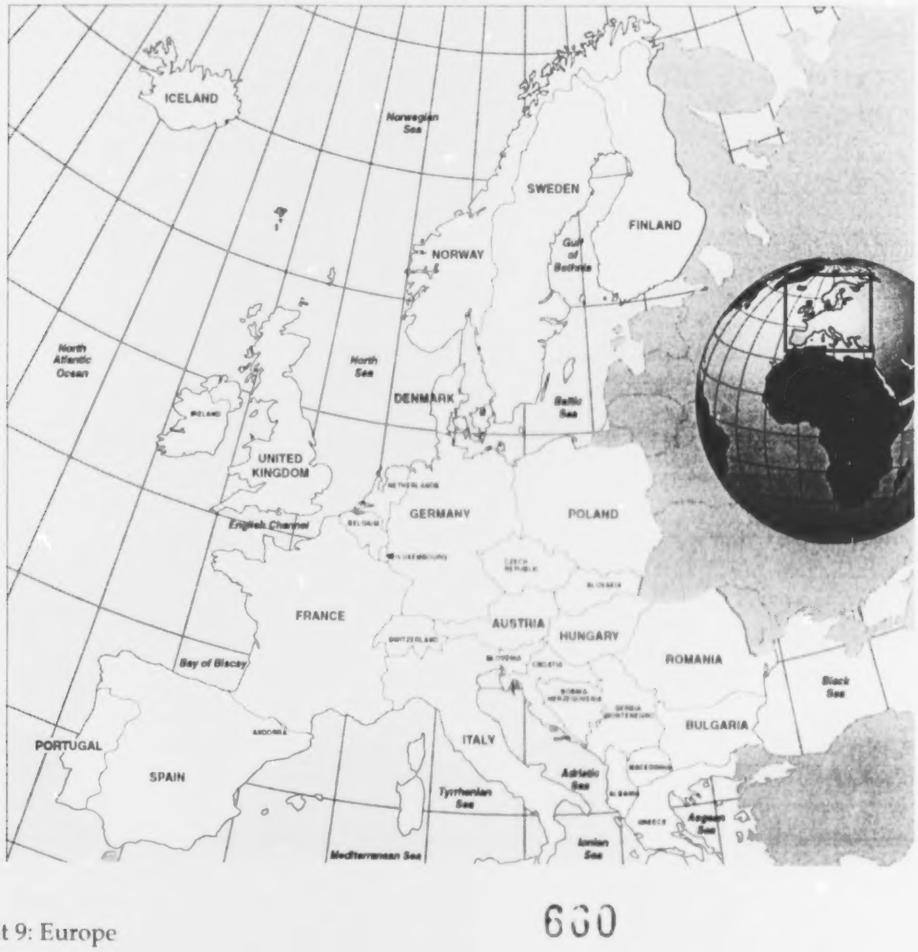
Scandinavia	the countries on the Scandinavian Peninsula—Norway and Sweden
tariff	a tax a country adds to imported goods

Read

Introduction

Europe and Asia are part of one giant continent called ***Eurasia***. The border between Europe and Asia is the Ural Mountains. Remember from Unit 8 that the Ural Mountains are in the former Soviet Union. In that unit we learned about those countries in Europe which were part of the former Soviet Union. In this unit we will learn about the nations west of the former Soviet Union.

The other borders of Europe are clearly marked by bodies of water. The frigid Arctic Ocean lies to the north of Europe. Along its western borders are the North Sea, the Norwegian Sea, and the Atlantic Ocean. Europe's southern border is marked by the Mediterranean Sea.


ICELAND
Norwegian Sea
SWEDEN
FINLAND
Gulf of Bothnia
NORWAY
North Atlantic Ocean
North Sea
DENMARK
Baltic Sea
IRELAND
UNITED KINGDOM
NETHERLANDS
English Channel
BELGIUM
GERMANY
POLAND
LUXEMBOURG
CZECH REPUBLIC
SLOVAKIA
FRANCE
AUSTRIA
HUNGARY
SWITZERLAND
Bay of Biscay
SLOVENIA
CROATIA
ROMANIA
Black Sea
BOSNIA HERZEGOVINA
SERBIA MONTENEGRO
BULGARIA
ANDORRA
PORTUGAL
ITALY
SPAIN
MACEDONIA
Adriatic Sea
ALBANIA
Tyrrhenian Sea
GREECE
Aegean Sea
Ionian Sea
Mediterranean Sea

Europe's location is optimum for contact with the rest of the world. If you look at a globe, you will see why Europe has been called the *heart of the world*. It is in the middle of the earth's landmasses. Not only is Europe's relative location ideal, it also has numerous ports and hundreds of miles of navigable waterways.

Europe's landscape consists of mountains, hills, and lowlands. Its most famous mountains are the Alps, but part of this same mountain system are the Pyrennees (between France and Spain), the Apennines (in Italy), and the Carpathians (in Eastern Europe).

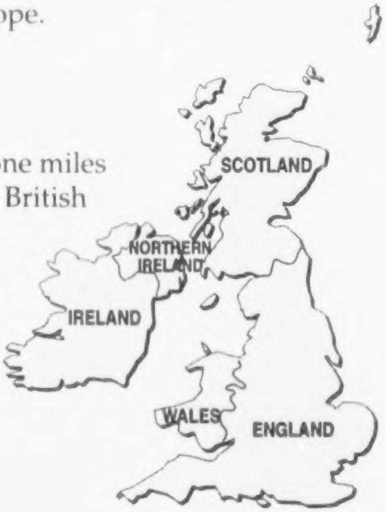
North of these mountains are hills, sometimes called the *Central Uplands*. This area contains the majority of Europe's coal fields and many industrial towns. North, west, and east of the mountains and uplands is the North European Lowland, also called the *Great European Plain*. Here we find highly productive farmlands and the majority of Europe's population. Europe also has a western arc of highlands stretching from **Scandinavia**, Britain, and Ireland, to Portugal and Spain.

Europe is small in land area. It is only about two-thirds the size of the United States. Its size, however, does not reflect its power and influence on the rest of the world during the past centuries. Nations in Europe, from ancient times through the present, have changed the agricultural, political, and industrial face of the world.

Europe is generally divided into five regions that reflect differences in culture and relative location: the British Isles; Western Europe; Eastern Europe; Northern Europe; and Southern Europe.

Preview: British Isles

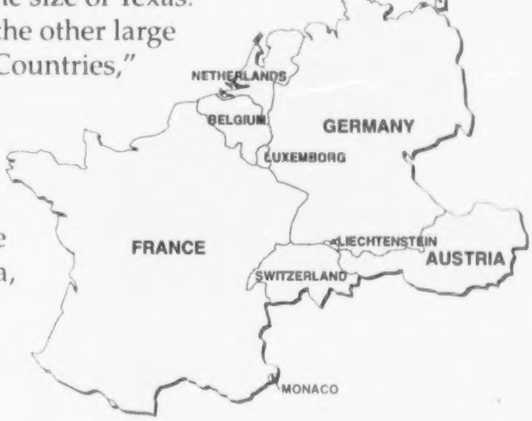
Most of Europe is on the mainland. Twenty-one miles west of the mainland lie the British Isles. The British Isles contain two islands: Britain and Ireland. On the island of Britain lie England in the south, Wales in the west, and Scotland in the north. To the west of Britain sits the island of Ireland. Most of Ireland contains the small independent nation named the *Republic of Ireland*. A small area in the north of this island is called *Northern Ireland*.



On the British Isles sit two countries. The Republic of Ireland or Eire is one country. Founded in 1921, Eire is one of Europe's younger independent nations. The other country, the United Kingdom, includes Britain (England, Wales, Scotland) and Northern Ireland.

Preview: Western Europe

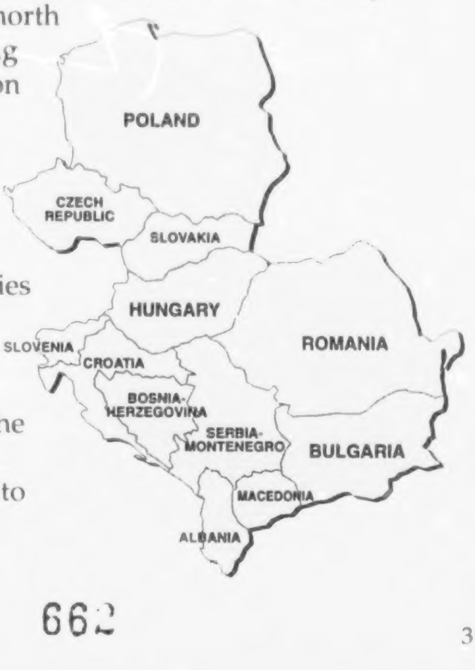
Western Europe consists of France, Germany, the "Low Countries," the "Alpine countries," and the tiny principality of Monaco. France lies in the southwestern section of mainland Europe. It is the largest country on the continent, about the size of Texas. Germany, northeast of France, is the other large country in the region. The "Low Countries," located between France and Germany, include the small countries of Belgium, the Netherlands, and Luxembourg. Just east of France are the "Alpine countries" of Switzerland, Austria, and the tiny country of Liechtenstein.


NETHERLANDS
BELGIUM
GERMANY
LUXEMBORG
FRANCE
LIECHTENSTEIN
AUSTRIA
SWITZERLAND
MONACO

Preview: Eastern Europe

Eastern Europe contains a group of countries that were, until recently, known as communist satellites. In the north of this region is Poland, which sits along the Baltic Sea. In the center of this region are the Czech Republic, Slovakia, Hungary, Romania, Bulgaria, and Albania.

Along the Adriatic Sea is the Balkan Peninsula, a strip of land upon which lies the countries of Slovenia, Croatia, Bosnia-Herzegovina, Serbia-Montenegro, and Macedonia. Until recently, these nations were united as the country of Yugoslavia. This region has recently been at war as its people fight to determine their national boundaries.


POLAND
CZECH REPUBLIC
SLOVAKIA
HUNGARY
ROMANIA
SLOVENIA
CROATIA
BOSNIA-HERZEGOVINA
SERBIA-MONTENEGRO
BULGARIA
MACEDONIA
ALBANIA

Preview: Northern Europe (Norden)

This region includes Norway, Sweden, Finland, Denmark, the island-nation of Iceland, and the former Soviet Republic of Estonia. It is referred to as Nordic Europe or ***Norden***. Norway and Sweden are often called *Scandinavia*. This entire region has a cold climate.

ICELAND
SWEDEN
FINLAND
NORWAY
ESTONIA
DENMARK

Preview: Southern Europe

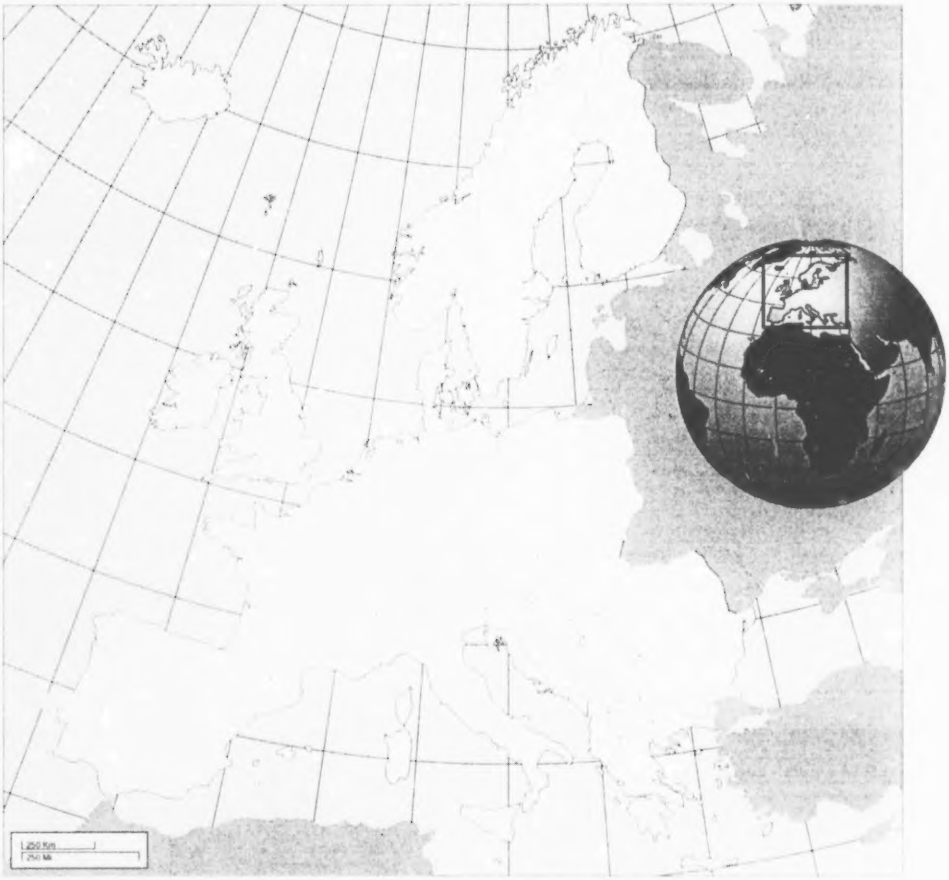
Southern Europe consists of three peninsulas. Just southwest of France is the Iberian Peninsula and the countries of Portugal and Spain. Just southeast of France is a peninsula between the Mediterranean and Adriatic seas that fully contains the country of Italy. And at the southern end of Eastern Europe is Greece, which lies on a peninsula that juts into the Mediterranean Sea.

PORTUGAL
SPAIN
ITALY
GREECE

Record

Mapping

Identify the five major regions of Europe on the map below. Label and color each region. Then create a legend.



Record

Fill in the Blanks

Use the word list below to complete each statement. Write the correct word on each line.

United Kingdom
North European Lowland
peninsulas
Norden
Great European Plain
ports
France
communist
Iceland
heart
navigable waterways
Ural Mountains
Atlantic Ocean
Republic of Ireland
Central Uplands

1. Geographers use the ____________________ as the border separating Europe from Asia.

2. Europe is ideal for water travel because it has numerous ____________________ and hundreds of miles of ____________________ .

3. Europe's ____________________ contains highly productive farmlands and the majority of population. This lowland area is also called ____________________ .

4. Europe is at the center of the earth's landmasses. For this reason, it has often been called the "____________________ of the world."

5. The only countries in Europe that are not a part of the mainland are the ____________________ , the ____________________, and ____________________ .

6. The largest country in Western Europe is ____________________ .

7. Many of the countries in Eastern Europe were once known as ____________________ satellites.

8. The six countries in Northern Europe are often called ____________________ .

9. Southern Europe contains three ____________________ , which are surrounded on three sides by bodies of water.

10. A hilly area which contains the majority of Europe's coal fields and many industrial towns is called the ____________________ .

11. North America is separated from Europe by the ____________________ .

Read

History: Small Area, Enormous Influence

Europe lies on a small area of land. In spite of its size, Europe has had great influence throughout the world in political, economic, and cultural affairs. The European story begins more than 2,000 years ago in one of the early great civilizations—ancient Greece—and continues through two world wars.

Ancient Europe: Greek and Roman Empires

Europe's first great civilization began on the islands and peninsulas of ancient Greece. They developed a political philosophy that influenced many other cultures. The notion of a republic—a unified nation—was developed in Greece. The Greeks also advanced architecture, the arts, and education. Many of our museums feature Greek art, and Greek drama is still admired throughout the world.

Greece, however, was weakened by conflicts between its states. The Romans took advantage of these conflicts to conquer Greece in 147 B.C. The Greeks passed much of their culture on to the Roman civilization.

The Roman Empire flourished for hundreds of years. By the second century A.D., the Roman Empire stretched from Britain to the Persian Gulf, and from the Black Sea to Egypt. The Romans were able to make this vast territory work together. The Romans spread the most successful farming techniques throughout their empire. They also built highways and waterways throughout their land. These passageways, called *infrastructure*, were used to transport products from one area to another.

This large infrastructure created a huge network of exchange. One area could use its land to grow one or two crops efficiently. This crop would then be shipped throughout the empire. A variety of crops and products reached each area. Therefore, each area did not have to grow and make all of the food and products it needed.

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The Roman Empire ran the largest, interconnected civilization in the world until the fifth century A.D. Over the years it became weak and collapsed. The Roman Empire, as the Greek Empire before it, left a strong influence on the civilizations that followed in Europe and beyond. Some of these influences were in education, the arts, language, and the spread of Christianity.

The Middle Ages: Weakness Invites Invasions

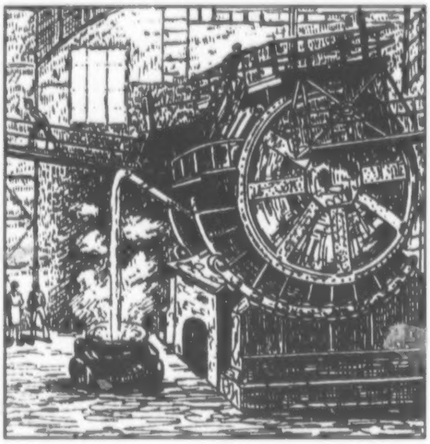
For the next thousand years Europe went through a period known as the *Middle Ages*. It began with the end of the Roman Empire and continued into the 15th century. With the collapse of the Roman Empire, territories throughout Europe were left unprotected. Many groups from North Africa and Southwest Asia invaded parts of Europe and conquered the people. In addition, various barons, dukes, and other members of the nobility took over areas of land and made themselves rulers.

The social system in which nobility owns land and **peasants** work the land is called *feudalism*. Kings and monarchs began to rule over greater and greater areas of land. Many of the people in these lands had some similarities. They may have, for example, spoken the same language or believed in the same religion. They may have had common ancestors. An area that is ruled by a single government or ruler and that has a population with similar characteristics is called a ***nation-state***.

Modern Europe: Revolutions in Agriculture, Industry, and Politics

In the nation-states across Europe, many dramatic changes took place after feudalism began to disappear. Land had been the way to measure a person's wealth. The more land one owned, the greater his wealth. (In most nations women could not legally own land.) During the 17th and 18th centuries, the use and importance of money grew. The merchant and business person in cities often became wealthy. His wealth in money gave him power and influence.

The *agrarian revolution* also took place during this period. New ways to improve farming were developed. Rotating crops and improving the soil



helped farmers grow more crops. The invention of farming equipment increased efficiency.

Following the agrarian revolution the Industrial Revolution began. Until this revolution, people had used falling water to turn wheels and power machines. Then, in the 1780s, James Watt developed the steam-driven engine. This engine was the first great step in changing the way machines are used to manufacture goods. It began in England and spread to other parts of Europe. The building of factories in the cities throughout Europe drew many farmers to the cities in search of jobs.

A very most important political event in history also took place during this period. In 1789 the French Revolution began. Revolutions followed in Spain, Portugal, Italy, and Greece. Democracy was spreading throughout Europe.

Twentieth Century Europe: Progress and Conflict

During the 20th century, two of the world's most devastating historical events took place in Europe. World War I and World War II resulted in the death of tens of millions of people. Entire countries were destroyed as enemies bombed and burned one another.

Many nations in Europe had colonized or claimed foreign land. During the 19th century and early part of this century, the United Kingdom had colonies all over the world. France, Spain, and Italy, at one time or another, also used foreign land to increase their own wealth and power. After World War II, colonies across the world began to fight for and gain their independence from these "mother countries."

When the Soviet Union collapsed in 1991, many former Soviet Republics became part of Europe. Many other countries which had been Soviet satellites gained their freedom. However, many of these countries began to fight civil wars that have torn these countries apart. Czechoslovakia split into the Czech Republic and Slovakia. The nation of Yugoslavia broke into several independent nations. In Spain, the government granted

Basques their own parliament and recognition of their language. These are just a few of the internal conflicts that have occurred recently in European countries.

Today, many European countries are coming together to form an alliance, or union. Twelve European nations have formed the **European Community (EC)**: Spain, Portugal, Greece, France, Luxembourg, Italy, Germany, Belgium, Netherlands, Denmark, United Kingdom, and Ireland. These countries will begin functioning in some ways as a single country—a single economic unit. For example, they will not place a **tariff**, or tax, on imported goods from any member country of the European Community. The 12 nations may even decide to use the same currency in the near future. Applications to join the EC from Sweden, Finland, and Austria were pending in 1995.

Europe is a very urban-centered region. About three-fourths of all the people in Europe live in a city. By the late 1990s a high-speed rail network will make it possible for people to travel between all major European cities quickly and easily. In the early 1990s a tunnel was built under the English Channel, known as the ***Chunnel***. The Chunnel links Britain and France.

Record

Short Answer

Answer each question below with a short answer.

1. What was the first great European empire?

2. The Roman Empire built many highways and waterways to transport crops and products from one area to another. What is a large network of passageways called?

3. How did the Roman network of passageways help to change the way each area or small region used its land?

4. What was the period after the fall of the Roman Empire called?

5. Describe the social system known as *feudalism.*

6. After feudalism began to disappear, how did the measure of a person's wealth begin to change?

7. What were the two important revolutions in farming and manufacturing that took place in Europe called?

____

8. In the late 1700s a very important political event in history took place in France. What was it?

____

9. During the 20th century millions of people died in the two most devastating wars ever fought. What were these wars called?

____

10. "Mother countries," such as the United Kingdom, France, and Spain, had colonized many foreign lands during the last few centuries. After World War II, what did many of these colonies begin to fight for?

____

Record

True or False

Write **true** *if the statement below is correct. Write* **false** *if the statement is* not *correct.*

__________ 1. After the collapse of the Soviet Union in 1991, all of the Soviet satellites made peaceful transitions into independent nations.

__________ 2. Although they existed many hundreds of years ago, the Greek and Roman empires continue to influence our art, education, language, and religion.

__________ 3. A *nation-state* is an area that is ruled by at least two governments and has a population with no similar characteristics.

__________ 4. The agrarian revolution introduced new ways of farming, including rotating crops and improving the soil.

__________ 5. The steam-driven engine developed in the 1780s was the first great step in changing the way machines were used to manufacture goods.

Read

Physical Geography: The Perfect Location and Landscape of Europe

Europe has been a center of power in the world from ancient times to the present. One reason why Europe succeeded can be found in its landscape. Looking at map of Europe, you can see that nearly every country has a waterway. Travel and trade from these countries is made easy by the seas and oceans that surround them. In many ways, Europe is perfectly located to have become the center of commerce and power throughout much of history. In addition, natural resources—coal, iron ore, and many others—have provided Europe with both energy and materials for manufacturing products.

The climates, landforms, and waterways of Europe are diverse. If one wanted a paradise-like climate, the Mediterranean coast would be perfect. In contrast, Scandinavia has a much colder climate. Some parts of Europe are flat and low, such as the Netherlands. Others are hilly and still others are mountainous.

The British Isles: Lowlands and Highlands

West of the European mainland are the islands of Britain and Ireland. These two islands make up the British Isles. The island of Britain has three political divisions. Until the Middle Ages, England, Scotland, and Wales were three separate countries. By the 17th century, England had gained control over Scotland and Wales. These three countries, along with Northern Ireland on the island of Ireland, became the single country named the United Kingdom (UK). The rest of the island of Ireland is the separate nation of the Republic of Ireland.

The Usk Valley, Wales

Britain has two landforms: lowlands and highlands. The central and most of the southern part of Britain is England. The highlands in England are the

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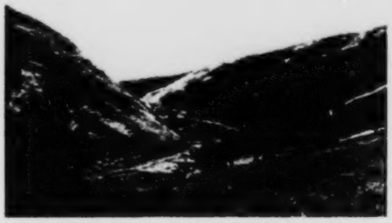
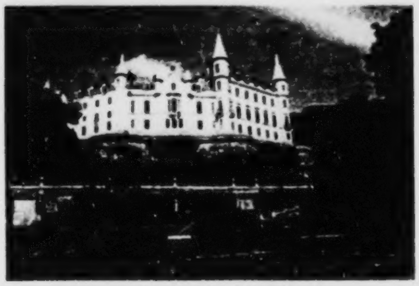
Pennine Mountains and a small peninsula in the southwest. The Pennine Mountains run down the center of England, like a spine. The mountains have large deposits of coal and iron ore.

Lowlands. On the eastern side of these mountains are lowlands. The lowlands are hills and valleys of farmlands and pastures. Moist ocean winds and moderate temperatures keep the lowlands a lush green. The lowlands have fertile soil and enough rainfall to grow many crops, including corn, wheat, and potatoes.


The Fells of Lancashire, United Kingdom

The lowlands of eastern England roll gently off the east coast and into the North Sea. Across the sea begins the mainland of Europe. The mainland coast is also a lowland. England's lowland is really just a continuation of the European mainland. The lowlands are part of the North European Lowland. It includes eastern England and stretches from southwest France up through Germany, and eastward through Poland.

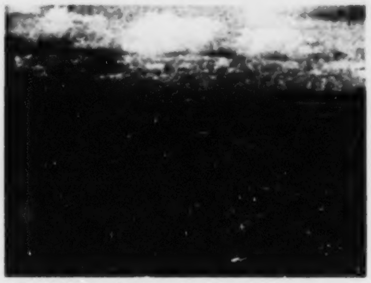
Highlands. The Pennine Mountains are not very high—only about 4,000 feet in elevation. They are mostly bare, and few people live on this mountain range. West of England sits Wales. Wales is a highland region. It has a coastline along the Irish Sea and the Atlantic Ocean. Wales once held plentiful coal deposits. Strip mining has left it scarred and pitted.


Dunrobin Castle of Scotland

Scotland, in the north of Britain, is part of a region known as the *Western Uplands.* The Western Uplands are older and lower than the towering Alpine Mountains of Central Europe.

The island of Ireland is often called the *Emerald Isle.* Its meadows, trees, and lush vegetation make it look like a vast carpet of green that rolls over hills and into valleys.

Waterways. The British Isles are surrounded by or have easy access to the Atlantic Ocean. These waterways helped make the British navy the largest and most powerful in the 1700s. Most of the rivers in the isles are short. They do not connect one city to another. The English Channel, a narrow strip of water separating England and France, is a busy thoroughfare for commerce and passengers. Most of the population on the isles live within 50 miles of the sea.



Fertile Land along the Lower Erne near Ulster, Ireland

Climate. Although the British Isles are farther from the Equator than the United States, the isles have a warmer winter than many parts of the United States. The North Atlantic Drift brings warm waters to the British Isles. The water warms the air that blows across the isles in winter. The summer temperature does not vary much from the moderate winter temperature. The air blowing off the North Atlantic is still warm in the summer. However, it is cooler than the land that has been warmed by the summer sun. The ocean breeze blows across the sun-heated land and keeps the isles cool in the summer.

The moist ocean winds also bring constant rainstorms and fog to much of the British Isles. The fog can be very thick, and rain can fall daily for much of the year.

Western Europe: From Fertile Lowlands to Majestic Mountains

Western Europe is separated from the other regions of Europe by natural borders. The North Sea and Baltic Sea separate Western Europe from the British Isles and Scandinavia. The Pyrenees Mountains form a border between this region and Spain. The Alps block Western Europe from Italy. Although no physical barrier separates Western Europe from Eastern Europe, Eastern Europe has been closely tied to the former Soviet Union since World War II.

Western Europe can be divided into three geographical regions: the North European Lowland; the Central Uplands; and the Alps. Generally, the North European Plain begins in the west, transforms into the Central Uplands in the heart of Europe, and rises into the Alps in the east and south of Europe.

The North European Lowland. Much of Western Europe is part of the North European Lowland. The lowland curves from southwest France through the low countries (Belgium, the Netherlands, and Luxembourg), across Germany and through Poland. From Poland the North European

Lowland widens as it runs across most of the western region of Russia. All of the lowlands are below 500 feet in elevation.

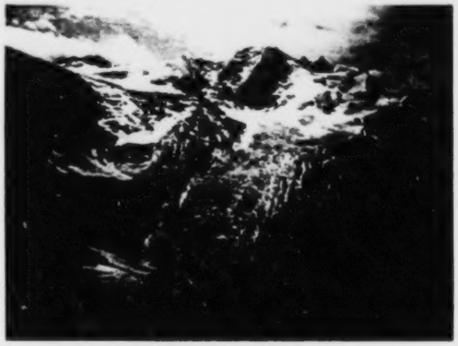
Rivers from the Alpine Mountains and the Central Uplands cut through the North European Lowlands. The rivers are used for transportation between and within countries. The western part of this region has a climate with mild temperatures and rain carried by winds off the Atlantic Ocean.

The Castle Schloss in the Uplands of Germany

Central Uplands. Just below the arc of land that makes up the lowlands are the Central Uplands. The uplands are a plateau stretching across southern and eastern France, Germany, the Czech Republic, and Slovakia.

The Central Uplands are called the *heart of Europe*. Upon its hills and plateaus are some of Europe's most productive coal fields, mines, factories, and cities. It also has productive farmland, grazing for sheep and goats, and fruit orchards. Within the Central Uplands is a large plateau called the *Central Massif*. It stretches over much of central and southern France and has rich deposits of minerals.

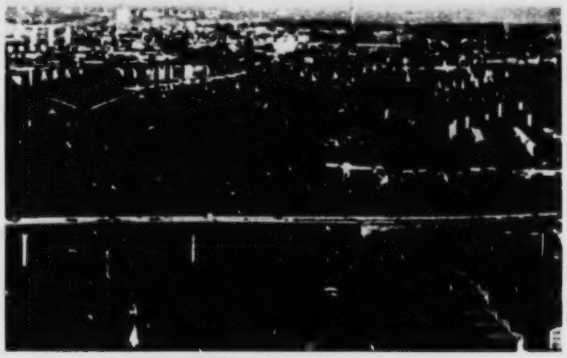
The Alps. This high and striking mountain range fills most of Switzerland. It also stretches to France, western Germany, and Austria. Mont Blanc in France is the highest peak in the Alps at 16,000 feet. Although the Alps are long and high, there are many passes, or low places, which are used for travel.


Susten Pass in the Swiss Alps

Rivers. The Danube and Rhine rivers have been important waterways in Europe for hundreds of years. Both rivers begin in the Alps and flow out to sea. The Danube is the longest river in the region. It flows through Austria, where it forms the fertile Danube Valley. The Rhine River is used by all the "heartland" countries for trade and transportation. It flows north through western Germany, through the Netherlands, and empties into the North Sea.

Northern Europe: A Peninsula Region in a Cold Climate

Northern Europe, also called *Norden* by the native people, lies in the northern latitudes. Consequently, these countries are generally cold and snowy.



The Peninsulas of Stockhom, Sweden

With the exception of Iceland and Estonia, the countries are peninsular. Norway and Sweden are on the Scandinavian Peninsula. To the west, 600 miles across the Norwegian Sea, is the small island-nation of Iceland. Just south of the Scandinavian Peninsula is Denmark. Denmark is a small country on the Jutland Peninsula. During much of its early history, Denmark controlled a key waterway. To pass into or out of the Baltic Sea, ships must pass through a narrow channel between Copenhagen, Denmark, and Stockholm, Sweden.

Finland, like nearby Sweden and Norway, is a narrow finger-shaped land. To its west is the Gulf of Bothnia, which separates it from Sweden. To its east is Russia. Directly south of Finland on the other side of the Gulf of Finland lies Estonia. Estonia ia a former Soviet Republic. However, its culture and language is closely tied to Scandinavia.

All of the Northern European countries have long coastlines and depend on the sea for food and transportation. As far back as 900 A.D., ships from this region explored North America.

The Kjolen mountains play an important role in the climate of Scandinavia. This mountain range, rising to 8,000 feet, runs along Norway border with Sweden. Much of Norway's coast is kept open by the warm air brought by the North Atlantic Drift. The Kjolen Mountains, however, block this warmer air from reaching northern Norway, Sweden, and Finland. These lands east of the mountains remain cold and dry, without much fertile soil.

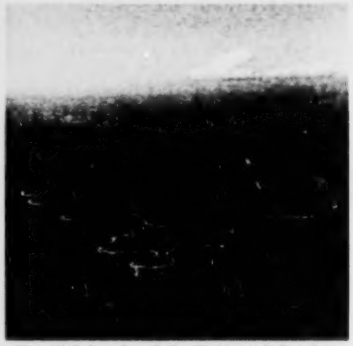
North European Lowland. Part of Norden shares the land features of the North European Lowland with its southern neighbors. All of Denmark, and the southern parts of Norway, Sweden, and Finland have fertile soil for growing grains and pasture grasses for cattle.

The Western Uplands. The rest of Norden is in the Western Uplands and has very little usable farmland. All of these countries import food and export fish from their plentiful catches in the surrounding seas.

Scandinavian Shield. Much of the landscape in this region has been formed by **glaciers**, masses of ice that slowly move down a hill or mountain. The glaciers scraped the topsoil away. Most of Sweden and Finland have been scraped nearly bare. Only trees grow in this area called the *Scandinavian Shield.*

Southern Europe: Peninsula Countries along the Mediterranean Sea

Three of the countries in Southern Europe—Spain, Italy, and Greece—have coastlines along the Mediterranean Sea. Portugal borders the Atlantic Ocean. All four countries sit on peninsulas. Spain and Portugal share the Iberian Peninsula. To the east, Italy and Greece each occupies its own peninsula.



The 14 Islands of the Brijuni Islands in the Adriatic Sea

Water routes are used to travel between peninsulas in Southern Europe. The Mediterranean Sea separates the Iberian Peninsula and Italy. And the sparkling Adriatic Sea lies between Italy and Greece.

The climate throughout is called *Mediterranean.* Its summers are hot and dry and considered paradise by many natives and visitors. Its winters are cool and rainy. Citrus fruits, olives, and grapes are ideally suited to this region. Southern Europe is, in fact, the largest producer of olive oil and wine in the world. During winters months, the moderate temperatures and rainfall enable farmers to grow wheat, potatoes, tomatoes, and beans.

A Valley below Mt. Aralar in the Pyrenees Mountains

All four peninsulas have similar landforms. The coastline is flat and rises in steep slopes towards mountains. The Apennines Mountains run north and south in Italy. The Pindus Mountains stretch across the center of Greece, and the Pyrenees Mountains separate Spain from its northern neighbor, France.

Eastern Europe: From the Baltic Sea through the Balkan Peninsula

Eastern Europe refers to the land and countries that run north and south between Western Europe and Russia. (The Baltic states of Estonia, Latvia, and Lithuania, and the republics of Belarus, Moldova, and Ukraine are discussed in the unit on the former Soviet Union.) One way to group these countries is by their nearness to a major waterway.

The Observatory of Slovak Academy of Science on the Highest Inhabited Place in Eastern Europe

The Baltic Sea. Poland (along with the Baltic states) faces the Baltic Sea. Northern and central Poland are part of the North European Lowland and, like many other countries in the lowlands, it has much fertile land for farming. The Vistula River runs north through Poland before emptying into the Baltic Sea. The river helps Poland transport its crops to cities throughout the country. In the south of Poland are the southern highlands. Here many cities and industries have caused environmental pollution.

The Landlocked Countries. South of Poland lie the countries of the Czech Republic, Slovakia, and Hungary. These countries are landlocked. The Czech Republic and Slovakia once formed the country named Czechoslovakia. It, however, was recently split according to nationalities—Czechs and Slovaks—each with a different language and culture.

***The City of NoviSad, Built on the Banks of the Danube River—Once Called the* Serbian Athens**

In the Czech Republic is the Bohemian Basin. Here fertile farmlands grow crops and raise livestock. It is also home to many large factories that produce steel and chemicals. Slovakia is mountainous. The Tatra Mountains separate Slovakia from Poland. Slovakia is marked by small, isolated villages. Nearly all of Hungary is contained in a large basin called the contained in a large basin called the *Hungarian Plain*. Hungary's most successful economic activity is farming.

Although these countries are landlocked, rivers connect them to seas. The Danube flows north from Austria and across the Hungarian Plain. It continues through the Balkans and Romania before emptying into the Black Sea. The Elbe River rises in the Czech Republic and flows through its Bohemian Basin and through Germany before reaching the North Sea.

The Serbia-Montenegro Riveria

The Adriatic Sea and the Black Sea. On or near the Adriatic Sea lie five countries that were once unified as Yugoslavia. These five countries are Slovenia, Croatia, Bosnia-Herzegovina, Serbia-Montenegro (also sometimes referred to as *Yugoslavia*), and Macedonia. Albania is located at the southern edge of what was once Yugoslavia. To the east of these countries are Romania and Bulgaria along the Black Sea. These eight countries lie on the Balkan Peninsula. (At the tip of this peninsula is the Mediterranean nation of Greece.) The landscape of the former Yugoslavia can be divided into three distinct regions.

The Vojvodina. The Vojvodina is a region in the northeast. It is a flat land with rich soil for farming. A mild climate and rainfall help farmers grow grains. Two of the large and important cities on the peninsula are in this region. Belgrade in Serbia-Montenegro is located on the Danube River and is a central trade center. Zagreb in Croatia has many factories where products are made and food is processed.

Sheep on Farming Land in Vojvodina

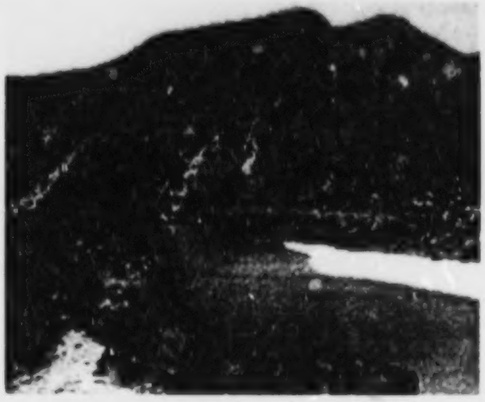
The Dinaric Alps. Running down the center of what was Yugoslavia are the Dinaric Alps. These mountains have great economic value. The range has large deposits of lead and their beauty attracts many tourists.

Dalmatia. Dalmatia is coastal area along the Adriatic Sea. The sparkling blue waters of the Adriatic Sea attract visitors from all over the world.

The Enescu Museum in Bucharest Pays Tribute to the Great Composer.

Mountains, rich in resources, curve along the northwest of Romania. Crossing the middle of the country, from east to west, are the Transylvania Alps. And the south of Romania is covered by the Walachian Plain. The plain contains rich oil fields. Romania's capital, Bucharest, was once known as the "Paris of the Balkans."

Bulgaria. Bulgaria is a mountainous country. The Balkan Mountains run through the middle of the country. Along the southern part of the country run the Rhodope Mountains. Between these two mountain ranges sits the Maritsa Valley. Protected from harsh weather by the mountains, this stunning valley is filled with orchards and flowers.



The Nestos River Runs between the Rhodope Mountains, Dividing Macedonia from Thrace.

Record

Short Answer

Answer each question below with a short answer.

1. Except for Iceland and Estonia, all Northern Europe countries are on what type of landform?

   ____

2. Which of the six Northern European nations is an island-nation?

   ____

3. Much of Northern Europe has no fertile farmland and so must import much of its food. What food product does Northern Europe export?

   ____

4. What are the huge masses of ice that once scraped the landscape of Sweden and Finland called?

   ____

5. What is one reason that the southern part of Norway is warmer than Sweden?

   ____

Record

Fill in the Blanks

Write the correct term on each line.

fog
Equator
sea
Emerald Isle
North European
winter
United Kingdom
North Atlantic

1. England, Wales, Scotland, and Northern Ireland make up the country of the ____________________ .

2. The lowlands in England are part of the ____________________ Lowland that stretches under the North Sea and through much of Western Europe.

3. Because of its lush green vegetation, the island of Ireland is often called the ____________________ .

4. Moist ocean winds bring constant rainstorms and ____________________ to the British Isles.

5. The British Isles are farther from the ____________________ than the United States. However, the British Isles have a warmer ____________________ than the United States. The ____________________ Drift brings warm waters to the British Isles and helps moderate the temperature on land.

6. Most of the population on the isles live within 50 miles of the ____________________ .

Record

True or False

Write **true** *if the statement is correct. Write* **false** *if the statement is* not *correct.*

__________ 1. The North European Lowland, which is below 500 feet in elevation, runs through much of Western Europe.

__________ 2. Farming is poor in the North European Lowland because it is extremely cold, and the only river is the frozen Dry Run River.

__________ 3. Western Europe is separated by natural borders—seas and mountains—from the other regions of Europe.

__________ 4. The Central Uplands, which are south of the lowlands, are called the *heart of Europe*. These hills and plateaus have productive coal fields, mines, factories, and cities.

__________ 5. The Alps are a small mountain range in Switzerland. They are, however, impassable.

__________ 6. The four countries in Southern Europe—Spain, Portugal, Italy, and Greece—are on peninsulas.

__________ 7. The four countries in Southern Europe have a Mediterranean climate—their summers are rainy and their winters are dry and very cold.

__________ 8. Each peninsula in Southern Europe has a similar topography: flat coastlines rising into a mountain range.

__________ 9. Because the weather is harsh near the coastlines in Southern Europe, most of the population lives in the mountains.

__________ 10. More olive oil and wine is produced in Southern Europe than in any other region in the world.

Record

Fill in the Blanks

Use the word list to complete each statement below. Write the correct answer on each line.

Slovakia
Baltic
Balkan
Yugoslavia
farming
landlocked
Russia

1. Eastern Europe lies between Western Europe and the large country of ______________________ .

2. Poland, like many of the countries in the North European Lowland, has much fertile soil for ______________________ . Poland faces the ______________________ Sea.

3. The country of Czechoslovakia has now been split into the Czech Republic and ______________________ .

4. The Czech Republic, Slovakia, and Hungary—which lie just south of Poland—are all ______________________ , and have no seacoast.

5. In the southern part of Eastern Europe, five countries were once unified as ______________________ . These five countries, along with Romania, Bulgaria, and Albania, lie on the ______________________ Peninsula.

Read

Economic Geography: The Advantages of Europe's Location

Europeans enjoy one of the highest standards of living of any people in the world. Many factors contribute to their economic success. One factor is the physical geography of Europe. The North European Plain begins in Britain and stretches from France on the west coast all the way to Russia, and even beyond. The soil makes for rich farmland.

In addition to the quality of the land, the climate is also nearly ideal for agriculture. Summers through much of Europe are hot or warm. Winters are mild. And rainfall is plentiful. Even in the Alpine Mountains there are valleys with land and climate suitable for farming.

A View of Innsbruck University and the Surrounding Urban Area in the Alpine Mountains

There are many rivers that run through Europe. Europeans use them as transportation routes between countries and cities on the continent. Food and other products are easily shipped throughout the region.

The oceans and seas that surround Europe have helped Europeans travel to other continents. Europeans colonized many lands beyond their own. They used the wealth of their colonies to increase their own wealth. They also carried back natural resources to fuel their own factories and manufacture finished products. Their easy access to international trade routes also helped them start and maintain trading with far away places.

Europe has had to rebuild its economy after two world wars that killed millions of people and destroyed lands and cities. In addition, after World War II many European colonies around the world gained independence. Europe, however, continues to be a world center of economic activity.

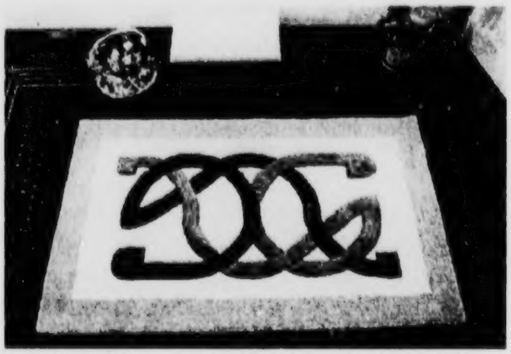
England, France, and Germany are the major economic centers in Europe. All three are heavily industrialized nations. They are the most powerful members of the European Community.

Europe is now going through many political and economic changes. The fall of the Soviet Union and the conflict in the former Yugoslavia may end some alliances and create others. What the economic future of Europe will be is hard to predict.

British Isles: Struggle for Self-Sufficiency

The British Isles began to industrialize as far back as the 1700s. Energy is a key component in any industry. The British began mining their coal fields to fuel their factories. Iron ore was needed to produce steel for building factories and machines and to export to other countries. By the 19th century Britain was heavily industrialized. It used its own raw materials and those materials it traded for or took from its colonies. Unfortunately, years of industrialization have caused polluted air and waters.

In 1974 oil and natural gas were discovered in the North Sea. Oil is now the United Kingdom's biggest export. The country uses most of its farmland to grow grasses for livestock rather than food for people. They use livestock to produce famous wool, such as Shetland, and dairy products, such as cheddar cheese. Consequently, most of the country's food must be imported.



The Swarbuck—a Shetland Wool Rug Design of a Type of Celtic Knot and Named after a Stretch of Water between Two of Shetland's Islands—MuckleRoe and Vementry

Western Europe: Agriculture and Industry

Western Europe is dominated by the economies of France and Germany. France is the largest country in Europe. It is heavily industrialized, producing everything from cars to perfumes. It has, however, no oil deposits to use as energy for its industries. The fast flowing rivers from the Alps do provide France with hydroelectric power. France also operates more nuclear plants than any other country in Western Europe.

France. In addition to industry, France relies heavily on tourism and agriculture. In southeastern France the Alps draw visitors from all over Europe and the world. This region also is famous for its cheeses—Brie, Camembert, and Roquefort, to name a few. Most French farms are on the fertile North European Plain. Farmlands produce enough food to feed much of France and export food to other nations. Many Americans are familiar with the famous wines made from vineyards in France.

Germany. Germany is even more urbanized and industrialized than France. More than 90 percent of all Germans live in cities, and many of them work in manufacturing. Along the Ruhr River valley in central Germany is the leading manufacturing center in all of Europe. Large coal deposits and huge factory complexes line this valley. Germany is one of the biggest producers of cars, electrical equipment, and chemicals in the world. Germany is also famous for many of its smaller industries, which are known for precision and quality work.

BMW New Research and Engineering Center in Munich, Germany

Rolls-Royce Aero Engine Industry in Oberursel near Frankfurt/Main, Germany

Eastern Europe: Emerging Free Markets

Many of the economies in the Eastern Europe countries were planned by the Communists and controlled from Moscow. The same problems that led to the fall of the Soviet Union can be seen in many of these former communist satellites. Industries were inefficient. A lack of competition encouraged workers not to care about their performance on the job. Eastern European nations are now struggling to establish democratic governments and free market economic systems.

Record

Identification

Read the description and identify each **country** *or* **region** *below. Write the correct answer on each line.*

British Isles	**France**
Eastern Europe	**Germany**

________________ 1. This region was once controlled by the Soviet Union. The Soviet Union planned and controlled its economies. Today it is attempting to recover since the collapse of the Soviet Union.

________________ 2. This country attracts many tourists to its majestic mountains and beautiful coastlines. Its many farms produce some of the most famous wines and cheeses in the world. Its successful agriculture is able to feed its people and export food.

________________ 3. This country has recovered from two world wars that left it nearly destroyed. Today it exports cars, electrical equipment, and chemicals all over the world. It has the leading manufacturing center in all of Europe.

________________ 4. This region was the first to industrialize. It had plentiful raw materials, from its own natural resources and from its many colonies throughout the world. Today, its biggest export is oil. Most of its food must be imported.

Read

A Closer Look

British Isles: The United Kingdom and the Irish Republic

The United Kingdom in the British Isles is a story of a wealthy nation that has fallen on hard times. At one time the kingdom had colonies on every continent in the world except Australia. Its natural resources, along with the resources it took from its colonies, made it the world's industrial giant. But it has lost its colonies and used up many of its resources. Now it must import more than it exports.

The United Kingdom can be divided into four economic regions. The Island of Great Britain contains three of these regions: England, Wales, and Scotland. The fourth region—Northern Ireland—lies in the northeastern corner on the island of Ireland.

England. The southern half of England, in and surrounding London, is prospering. The northern half of England, however, is not faring as well. This was England's industrial region. Its industry started declining about 40 years ago, leaving the area with high unemployment and crime.

Wales. To the west of England lie Wales and its population of nearly three million people. Some natives speak Welsh. This area was once valued for it coal fields. However, the land is now strip-mined and nearly empty of resources.

Scotland. To the north of England is Scotland. The Scots have an identity much different from that of the British. Many speak Gaelic, although the language may die out as children choose to speak English. Scotland is a rugged and isolated place. The discovery of oil in the North Sea has created prosperity and growth in the towns along the North Sea coast.

Convent Gardens Shopping Area in London

Participants in a Peace Rally in Belfast, Northern Ireland

Northern Ireland. Northern Ireland has been torn by civil conflicts since 1921. In that year, the southern two-thirds of the island, where nearly all the people are Catholics, became an independent nation. Mostly Protestant Northern Ireland remained a part of the United Kingdom. Many of the Catholics in Northern Ireland felt discriminated against and began a campaign, sometimes violent, against the government and Protestants.

The southern two-thirds of the island is the Irish Republic. The main food of the Irish people has long been potatoes. During the 1840s too much rain rotted the potato crop. Millions of people died or emigrated to other countries. Many Irish people moved to the United States, particularly Boston, New York, and Philadelphia. Today Ireland has begun a move to industrialize. Its capital, Dublin, is both a tourist attraction and a growing industrial center.

Western Europe: A Region of Difference

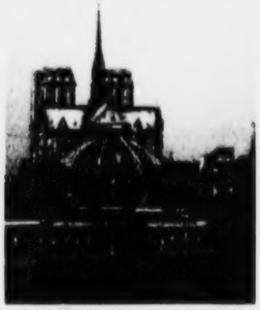
Of all the regions of Europe, it is Western Europe that has succeeded throughout history. In past centuries it was a place of democratic governments and strong empires. It was a place of vast and productive farmlands and industrialized cities. Even after World War II all but destroyed much of Western Europe, it rose to succeed again.

And yet it is a place of difference. Many countries have their own language. There is no single religious belief that unites the Western European people.

France. Paris is not only the capital of France, it is also a symbol of culture. Cities of great culture in other regions are often referred to as the "Paris of the East" or the "Paris of ...." People often go to Paris the way Christians and Jewish people go to Jerusalem or Muslims go to Mecca. Paris is the cultural landmark of the world.

The Eiffel Tower in Paris, France

Paris is connected to the rest of France by roads, railroads, and canals. From above it looks like the hub of the country. The Eiffel Tower, almost 1,000 feet high, stands in the center of Paris like a shrine. Notre Dame Cathedral, built in the 13th century, and many famous museums, including the Louvre, make Paris one of the most popular tourist destinations in the world.



The Notre Dame Cathedral in Paris, France

In addition to tourism, France's economy is also built on industry. Just outside of Paris are factories that produce goods of all kinds. Paris is world famous for its fashion and clothing designers.

Another industrial center is near the city of Lyon in southeast France. Factories use resources from the Central Massif in the Central Uplands. The Central Massif provides minerals and metals, including iron ore, coal, copper, lead, tin, and bauxite.

Germany. Germany has faced many obstacles on its way to becoming one of the wealthiest nations in the world. World War II left Germany in rubble. Many of its farms and cities were destroyed.

After the war, Germany was divided into West Germany and East Germany. A wall was built to keep these two nations separate. West Germany became a very successful nation in the Western world. East Germany became a satellite of the Soviet Union. It had a much lower standard of living than West Germany.

In 1990 the Berlin Wall was torn down, and West Germany and East Germany were united once again. Without the support of the Soviet Union, the economy of former East Germany failed. Germany is working to overcome this new obstacle. Germany is trying to unite the Soviet-style economy of East Germany with the Western-style economy of West Germany.

The Berlin Wall at the Brandenburg Gate

694

Northern Europe (*Norden*): Isolated by Water and Climate

Norden is separated from the rest of Europe. Water and a cold climate have provided it with natural boundaries.

Iceland. There is a story that inhabitants named this country *Iceland* to discourage visitors from this beautiful place. Iceland is a huge chunk of rock. It has many geysers, or fountains of steam and water, lakes, and volcanoes. Although many people think of it as a frozen wasteland, its southern coast has daytime temperatures above freezing.

The Snowy Rock of Thingvellir, Iceland

Southern Europe (The Mediterranean): Troubled Economy in a Picture-Perfect Climate

The four countries in this region are a tale with two sides. Most parts of this region are beautiful, with scenes we'd see on picture postcards. The nearness to beautiful waters and a moderate climate seem ideal. But these countries struggle to develop successful economies. Their economies depend on tourism. They have few natural resources and little industry. Although they once had large forests, the trees have been cut down for fuel and building materials, and to clear land for farming.

Eastern Europe: The Unstable Region

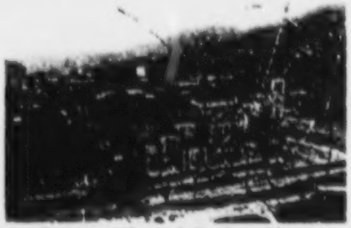
Few regions in the world are as unstable as Eastern Europe. Most of this area was heavily influenced by the former Soviet Union. The Soviet Union was a partner in the governments and economies in each country. Soviet soldiers were a common sight in some countries. When the Soviet Empire collapsed, many ethnic groups and nationalities began to fight for control of the newly independent land.

Geographers have called part of this region the *shatter belt*. The phrase describes the lack of unity between people. Maps published a year ago are no longer accurate. Borders are changing quickly in this region.

Sarajevo Burning

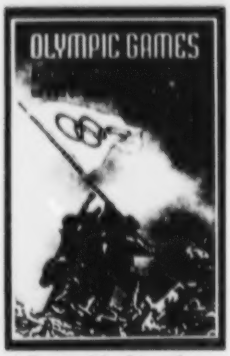
No other place shows the unstable nature of Eastern Europe as well as the former Yugoslavia. Now five countries, Yugoslavia has always been a land of many different cultural groups—seven major and 17 smaller ethnic groups. People identify themselves as Serbs, Croats, Slovenes, Muslims, Macedonians, or another cultural group.

As this book goes to press, there is a truce between some of the ethnic groups that have been at war. Croats, Serbs, and Muslims have fought a devastating war. Thousands of people have died.


Sarajevo through Broken Glass

Sarajevo, the site of the 1988 Olympic Games, was a wondrous city. Now it lies flattened by constant bombing.

Romania. Romania is a large country which once had rich resources. It also once had a cultural center with beautiful architecture and thriving arts. However, Romania fell victim to a communist dictator. The dictator Nicolae Ceausescu destroyed much of the country's beautiful cities and wasted its natural resources.



A Poster Mocking the Former Site of the Winter Olympic Games

Romania's capital, Bucharest, was known as the "Paris of the Balkans." It was always an urban model and had the world's first street-lighting system. Ceausescu built large, ugly high-rise buildings throughout this city and others.

Ceausescu ordered all women to have five children. Now Romania is filled with orphans, cared for in poorly run institutions. It will take this once-thriving country many years to recover from communist policies and corrupt government.

Record

True or False

Write **true** *if the statement is correct. Write* **false** *if the statement is* not *correct.*

_________ 1. Once an industrial giant, the United Kingdom is in decline. It now imports more than it exports.

_________ 2. In Northern Ireland civil conflict since 1921 has left many citizens dead or wounded. Some Catholics in this region use violence to protest what they feel is discrimination by the government and Protestants.

_________ 3. Paris is thought by many people to be a cultural wasteland.

_________ 4. Germany was once divided by a wall. East and West Germany were *reunified* into one country in 1990, when the Berlin Wall was torn down.

_________ 5. The Mediterranean countries have beautiful climates and coastlines; their economies are very strong and use the endless natural resources to produce many goods.

_________ 6. A part of Eastern Europe is sometimes called the *shatter belt*. This phrase describes the many conflicts that have begun since the collapse of the Soviet Union.

Read

Connections: The U.S.'s European Heritage

The United States is a young country. During the year of 1976 we celebrated the two hundreth birthday of the beginning of this country. Even after two hundred years, the European heritage of the U.S. is still easy to see. A *heritage* is something that is passed down or inherited from one group to another. The dominant culture in the U.S. came from Europe.

A Sampling of the 12 Million European Immigrants Who Arrived at Ellis Island, New York

In addition to a cultural connection, there is also a strong economic connection between the United States and Western Europe. The United States and Western Europe have always been trading partners. Ships have carried goods across the Atlantic Ocean for hundreds of years.

The U.S.'s cultural and economic connection to Western Europe has been intensified by war. Americans fought alongside Western Europeans in World War I and World War II. Today, Western Europe is still an important military ally, or partner.

Cultural Connection: Language, Religion, Government

The United States was, at one time, part of the British Empire. The original 13 colonies along the Atlantic coast were settled by the British. These original settlers brought many of their old ways to this new land.

Language. The settlers spoke English. Although many other languages are now spoken in this country, English has always been the major language of the people.

Religion. Most of the original settlers were Christians. Today, more Americans consider

Ancestry of U.S. Population, 1990
(percent of total)

German	23.3
Irish	15.6
English	13.1
Italian	5.9
French	4.1
Polish	3.8
Dutch	2.5
Scotch-Irish	2.3
Scottish	2.2

—Source: Slippery Rock University Geography Dept.

themselves "Christians" than all other religions combined. In England, the government and the church were connected. The original founders of the United States saw this connection between church and state as an unhealthy relationship. They decided to separate the government from any particular religion.

Government. The government of the United States was founded as a democracy. This form of government gives the people the right to elect their representatives. Although the government of the United Kingdom differs in some ways, it is also a democracy. Democracy is another idea and belief the founders inherited from Europe.

Trade Connection: No Longer Number One

Until very recently Europe was the most important region of transoceanic trade for the United States. Today more goods are traded across the Pacific than across the Atlantic.

Our standard of living would drop if we were cut off from the resources of Western Europe. American industry uses many of the natural resources from Western Europe to make finished goods. In addition, Americans enjoy many of the goods produced by the skilled workers and successful industries in this region.

Military Ally: Defending the Democratic World

Chow Being Served to Infantrymen of the 347th Infantry Regiment in Belgium, January 13, 1944

World War I and World War II began in Europe. In both wars, American soldiers played an important part in helping democratic countries win the war and remain free. The military history of the U.S. and the United Kingdom, France, and many other Western European countries has led to a strong military alliance, or partnership.

Landing Craft Being Loaded at English Port in Preparation for D-Day, June 1944

American and Western European soldiers have also fought together in the Korean War, the Persian Gulf War, and other conflicts throughout the world. In 1996, American and Western European forces went to the former Yugoslavia to help bring peace to this war-torn region. Today, American military bases exist throughout Western Europe.

Record

Fill in the Blanks

Use the word list to complete each statement below. Write the correct answer on each line.

representatives
allies
skilled
English
trading
culture
separate

1. Even 200 years after our independence from England, our European heritage is still easy to see. Much of our ______________________, or the way we live and our systems of belief, came from Europe.

2. Today the United States and Europe buy many billions of dollars worth of goods from one another. These two regions have always been strong ______________________ partners.

3. We depend on many goods made in Western Europe. Western Europe has many ______________________ workers who have special training in the manufacturing of goods. Highly industrialized nations have many of these kinds of workers.

4. One of the most important features we inherited from England was its language. ______________________ has always been the major language of the United States.

5. We also inherited our democratic form of government from Europe. Under democracy, we elect our government

__________________________ .

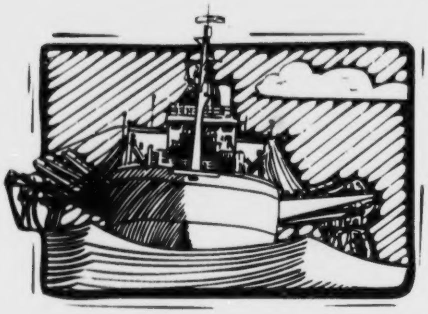
6. The United States and the countries in Europe have fought together in many wars. For example, they were __________________________, or partners, in World War I, World War II, the Korean Conflict, and the Persian Gulf War.

7. Our government differs from the government of England in a few ways. For example, in England the church and government are connected. In the United States, the government and all religious institutions are __________________________ .

Read

Special Focus: The United States of Europe?

Countries have always signed treaties or agreements with one another. Some treaties established peace between two or more countries. Some treaties established new borders or even new countries. These treaties are *political* treaties. They describe agreements about the size, shape, or governments of nations.



The Tariff: A Tax on Imports

There is another kind of agreement that has become common since World War II. It is an *economic* agreement. Two or more nations come together and agree to lower or eliminate tariffs on some or all goods. A *tariff* is a tax a country adds to imported goods. The United States, for example, adds a tax to automobiles imported from Japan. The consumer must pay the added tax on imported goods. Rather than pay this added cost, consumers may instead buy goods produced within their own country, which do not have tariffs. Tariffs help local industries sell more goods and employ more workers.

Some nations, however, have found that a tariff can hurt their economies. Consider the case of Germany and France after World War II. Germany had coal but needed iron from France to make steel. France had iron but needed coal from Germany to make steel. Tariffs on these imports increased the cost of producing steel in Germany and France.

Because of this higher price, neither country was able to sell as much steel to other countries. To increase their steel imports, Germany and France decided to lower their tariffs on imported iron and coal. They were then able to lower the cost of their steel and increase their sales of steel to other countries.

Smaller Countries Begin to Organize: The European Community

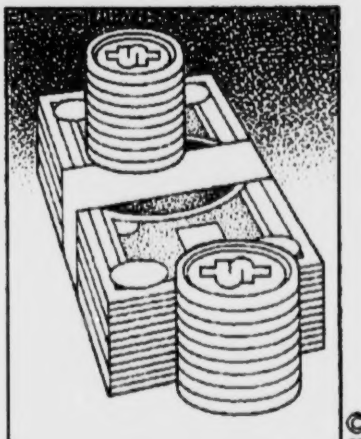
Until the fall of the Soviet Union, the United States and the Soviet Union were the major powers in the world. All other countries were too small or poor to compete with the superpowers. Many countries in Western Europe decided to join together to create a large organization called the *European Community* (EC) or Common Market.

The EC really began in 1944. Belgium, the Netherlands, and Luxembourg agreed to trade freely with one another. None of the countries would charge a tariff on imports from the other two countries. This economic agreement increased their trade and improved their economies. These three nations are known as the *Benelux Nations*—BE for Belgium, NE for Netherlands, and LUX for Luxembourg.

The Benelux Nations were joined by France, Italy, and West Germany in 1951. They formed the European Community. They agreed to first lower tariffs and eventually end tariffs on goods traded between one another. Goods would move from one country to another as if there were no borders.

The agreement improved the economies of each country. They increased the size of their markets. Rather than producing goods only for their own countries, industries now thought of all six countries as their customers. In addition, because raw materials imported from other EC members were cheaper, EC countries were able to sell finished products at a lower price throughout the world. Consequently, EC countries increased their exports.

The six-member EC grew. The United Kingdom, Ireland, and Denmark were admitted. Greece joined in 1981. Since then Spain and Portugal have joined. Today the EC has 12 members. The population from all 12 countries is greater than that of the United States.



In 1993, the EC ended all tariffs on goods or services traded between its members. It is now a major power in world production and trade.

The EC is set up like a democracy. Each member country sends representatives to the EC government. The EC government is located in Brussels, Belgium. The EC government has three branches: an executive branch, a legislative branch, and a judicial branch. (The government of the United States is also divided into these three branches.)

The EC is considering many other agreements. The 12 members may begin using a single currency. The British pound or French franc, for example, would no longer be used. The EC may begin to look more like the United States of America. Within the EC, each country would have power similar to the power each of our 50 states has within our country. The EC government would become the central government. In short, the EC would become the United States of Europe!

Record

Short Answer

Answer each question below with a short answer.

1. What kind of agreement between countries establishes peace or determines national borders?

   ____

2. What kind of agreement between countries lowers or eliminates tariffs?

   ____

3. Does a tariff lower or raise the price we pay for a good imported from Japan?

   ____

4. Why does the government of the United States place a tariff on imported goods?

   ____

5. Many countries in Western Europe have come together to create the European Community, or EC. What were the countries in the EC hoping to increase through their economic agreement?

   ____

6. The European Community now has 12 countries or members. It has a central government with three branches: executive, legislative, and judicial. What country also has these three branches of government?

   ____

Record

Completion

Use **Read** *and other resources to complete the chart below. Write the words or phrases in each box.*

Regions of Europe

Region	Countries	Major Cities	Natural Resources	Economic Activities
British Isles	United Kingdom Republic of Ireland	London Glasgow	seas, oceans	
Northern Europe	Norway Sweden Denmark Iceland	Stockholm Copenhagen Helsinki	fertile soil rivers oceans, seas	
Eastern Europe	Poland Slovenia Slovakia Bosnia-Herzegovina Romania Bulgaria Macedonia Czech Republic Hungary	Budapest Prague	fertile soil	
Southern Europe	Italy Spain Greece	Madrid Rome Athens	Mediterranean climate mercury fish	
Western Europe	France Switzerland Austria Benelux Nations	Brussels		

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Recap

Most of the regions you have studied are continents. They are separated from other continents by large bodies of water. Europe, however, is not a continent. Europe is the western section of the continent called *Eurasia*. Asia, which you studied in the previous unit, is the eastern section of Eurasia. Geographers use the Ural Mountains as the border dividing Europe from Asia.

For more than 2,000 years Europe has had great power and influence in the world. Ancient Greece, located in Southern Europe, was Europe's first great civilization. It was followed by the Roman Empire, which developed a far-reaching network of exchange. The huge network was connected by an infrastructure, or roads and waterways.

In the 17th and 18th centuries, agrarian, political, and industrial revolutions took place in Europe. These three revolutions changed the way people farmed, governed themselves, and manufactured products throughout much of the world. In the 20th century, Europe fought two World Wars, which left many millions of people dead and destroyed most European cities and land.

The physical geography of Europe has contributed strongly to its economic and political success. The many waterways within Europe and between Europe and the rest of the world have provided transportation routes. Europeans used the routes to travel and trade. In addition, Europeans used their abundant natural resources for energy and materials to manufacture goods.

Geographers often divide Europe into five areas. The British Isles include the islands of Great Britain and Ireland. Although the islands are farther north than the United States, the islands are warmer in the winter than most areas of the United States. This surprising condition is created by the warm waters of the North Atlantic Drift. Most of the population in the British Isles live within 50 miles of the surrounding seas.

Western Europe is separated from the rest of Europe by seas to the north and west, and mountains to the south. It is bordered to the east by the former Soviet Republics. Three landforms dominate this area. (1) The Northern European Lowland forms a belt that runs from the southwest to the northeast. This area has rich soil for productive agriculture and has river systems for efficient transportation. (2) The Central Uplands of

Western Europe are called the "heart of Europe." Coal fields, mines, factories, cities, and farmlands make the Central Uplands economically successful. Within the uplands is a large plateau called the "Central Massif." (3) The Alps are a striking mountains range that stretch from Switzerland to France, Germany, and Austria.

In the northern latitudes is Northern Europe, also called *Norden*. The climate in this area is cold and snowy much of the year. All of the countries in Northern Europe are on peninsulas, except for Estonia and the island-nation of Iceland. *Glaciers* have swept across much of the land in this region, scraping the topsoil and leaving only trees.

In contrast to cold Northern Europe, Southern Europe has a Mediterranean climate—hot and dry summers and rainy winters. The four countries in this area sit atop three peninsulas. As is true of the populations on most peninsulas, most Southern Europeans live on the lowlands along the coasts.

Eastern Europe lies between Western Europe and Russia. The northern section of Eastern Europe is bordered by the Baltic Sea. The central section is landlocked and contains the Bohemian Basin and the Hungarian Plains. The southern section is the Balkan Peninsula, including the former Yugoslavia. This peninsula is flanked by the Adriatic and Black seas.

Europeans enjoy a high standard of living. Their successful economy has been produced by fertile farmland, rivers and seas for shipping and transportation, and many natural resources. Europe has had to rebuild its economies after two World Wars. Today the *European Community (EC)* is one of the most successful economic organizations in the world.

Reflect

Completion

Use **Read** *and other resources to complete the chart below. Place a check (√) in the boxes to identify the characteristics of each region. Remember: Many characteristics are shared by more than one region.*

Regional Characteristics of Europe

Characteristics	British Isles	Western Europe	Northern Europe	Eastern Europe	Southern Europe
Has a border along the...					
Atlantic Ocean					
North Sea					
Baltic Sea					
Norwegian Sea					
Mediterranean Sea					
Adriatic Sea					
Danube River					
Rhine River					
Elbe River					
Thames River					
Contains the...					
Pennines Mountains					
Pyrenees Mountains					
Alpine Mountains					
Dinaric Alps					
Central Massif (plateau)					
North European Plain					
Iberian Peninsula					
Scandinavian Shield					
Has a climate region called...					
Mediterranean					
marine					
humid continental					
tundra					
subarctic					
vertical					
Has...					
island-nation(s)					
geysers					
democratic governments					
a past connection to the former Soviet Union					
Important products/services include...					
wine					
oil					
olive oil					
tourism					

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Review

Identification

Write the vocabulary term for each definition below.

____________________ 1. the countries in Northern Europe: Finland, Sweden, Norway, Denmark, Iceland, and Estonia

____________________ 2. the giant landmass that stretches from the Atlantic Ocean in the west to the Pacific Ocean in the east; geographers often divide this landmass into Europe and Asia

____________________ 3 masses of ice that slowly move down a hill or mountain

____________________ 4. a country or other political unit whose people have similar identities, such as religion, language, and culture

____________________ 5. people who work on small farms that they own or who work on other people's farms as laborers

____________________ 6. the countries on the Scandinavian Peninsula—Norway and Sweden

____________________ 7. tunnel under the English Channel linking Britain and France

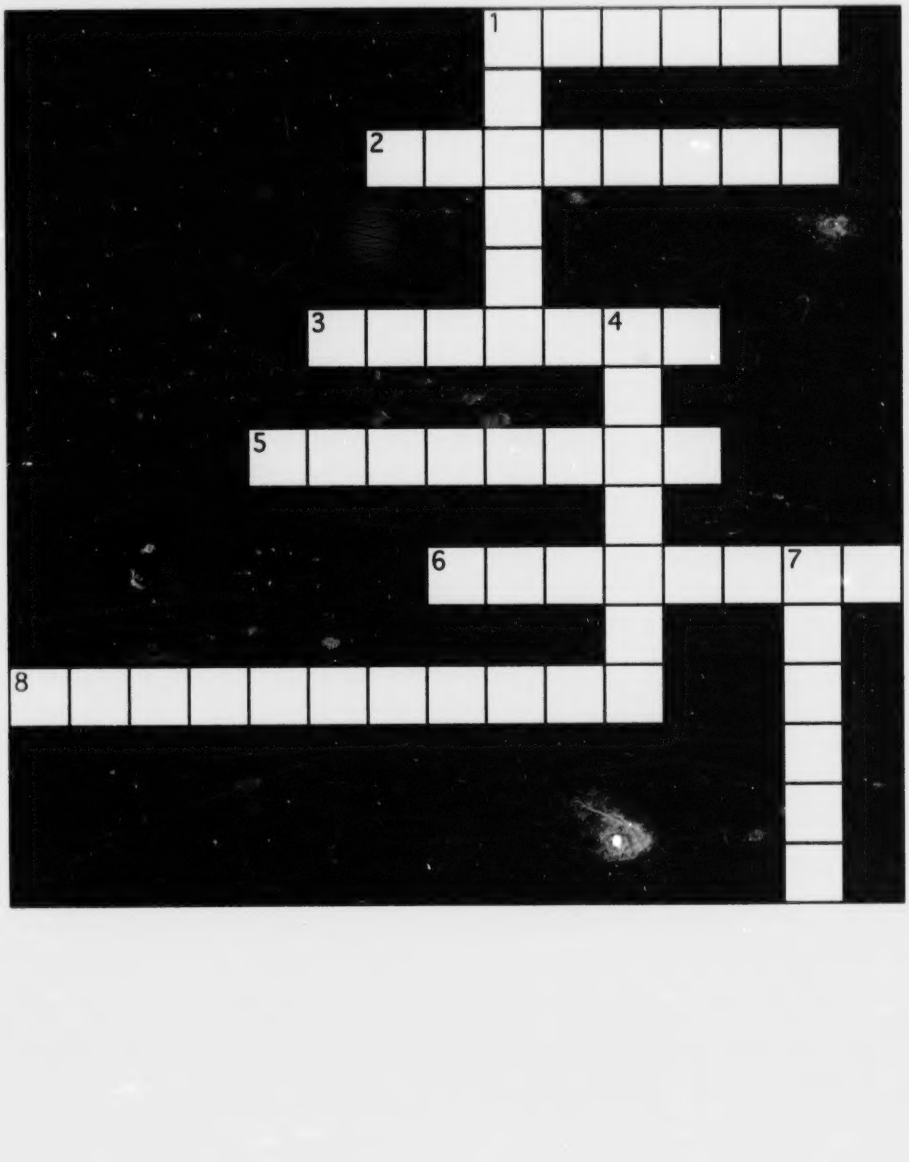
____________________ 8. a group of European nations bound together by free trade agreements

____________________ 9. a tax a country adds to imported goods

Replay

Solve

Use the clues on the following page to solve the crossword puzzle below.



Across

1. A ____________-state is a country or political unit whose people have similar identities, such as religion, language, and culture.
2. The ____________ Community is a group of European nations bound together by free trade agreements.
3. tunnel through the English Channel linking Britain and France
5. masses of ice that slowly move down a hill or mountain
6. people who work on small farms that they own or who work on other people's farms as laborers
8. the countries on the Scandanavian Peninsula—Norway and Sweden

Down

1. the countries in Northern Europe: Denmark, Norway, Sweden, Finland, Estonia, and Iceland
4. the giant landmass that stretches from the Atlantic Ocean in the west to the Pacific Ocean in the east; geographers often divide this landmass into Europe and Asia
7. a tax a country adds to import goods

The United States and Canada

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Remember

Vocabulary

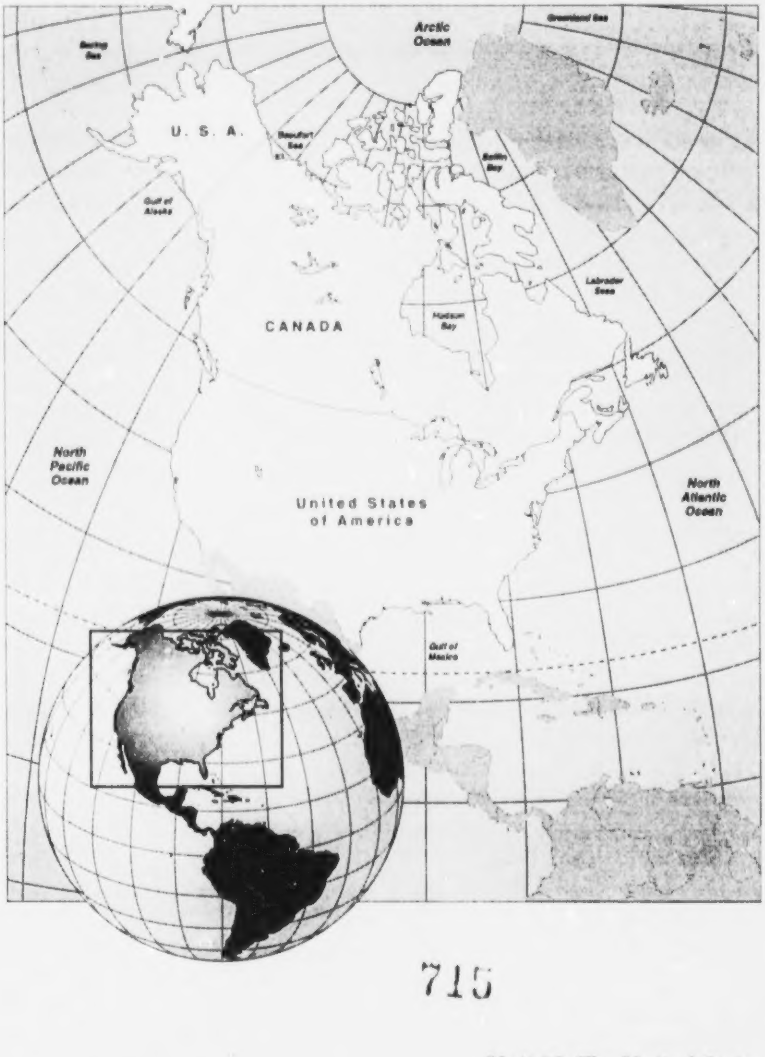
Study the vocabulary terms below.

Anglo	indicates English orgins; Canada and the United States are sometimes referred to as *Anglo America* because many of the European settlers came from England
federation	a form of political organization with a central authority and a number of smaller political units such as states or provinces
metropolitan area	an area that includes a larger city plus the surrounding suburbs
post-industrial	an economy in which many people make a living in service, information, or high-tech jobs rather than on farms or in factories
province	a division of a country; Canada is divided into provinces
transcontinental	spanning or crossing a continent
sunbelt	area with lots of sunshine and mild winters; includes Florida, Texas, Arizona, and southern California

Read

Introduction

In the western hemisphere is a vast area of land that stretches from the Atlantic Ocean in the east to the Pacific Ocean in the west. It reaches from Mexico and the Gulf of Mexico in the south to the Arctic Ocean in the north. This area of land is more than seven million square miles. It is called *North America*. North America is made up of Canada, the United States, and Mexico. We've already learned about Mexico in our unit on Latin America. In this unit we'll learn about Canada and our own


Bering Sea
Arctic Ocean
Greenland Sea
U. S. A.
Beaufort Sea
Baffin Bay
Gulf of Alaska
Labrador Sea
Hudson Bay
CANADA
North Pacific Ocean
United States of America
North Atlantic Ocean
Gulf of Mexico

country—the United States of America. Some geographers call Canada and the United States *Anglo America*. **Anglo** means "related to England." Many of the first European settlers to these regions were from England. The predominant language in both countries is English. However, in parts of Canada more people speak French than English, and in parts of the U.S. more people speak Spanish than English.

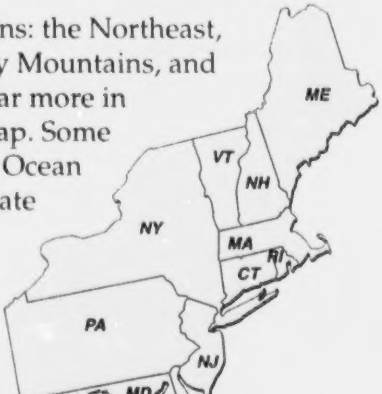
The natural resources of North America have helped make the United States and Canada two of the most prosperous nations in the world. Fertile plains and densely forested mountains stretch through both countries. Rich mineral deposits have formed in the earth, and long rivers and large lakes connect distant locations. Beyond the long coastlines swim many fish.

The people of the United States and Canada have used these natural resources to create the highest standard of living among the larger nations in the world. These two nations were built from the wisdom and skills of Native Peoples, African Americans, and French Canadians, as well as Anglo Americans and descendants of many other ethnic and cultural groups.

Although they are not perfect, democratic forms of government in both the United States and Canada have provided freedom for their people. These governments have also encouraged the people to transform Canada and the United States from agricultural economies into industrial giants. The United States, for example, has only five percent of the world's population. Yet it produces 25 percent of the world's goods and services.

Preview: The United States

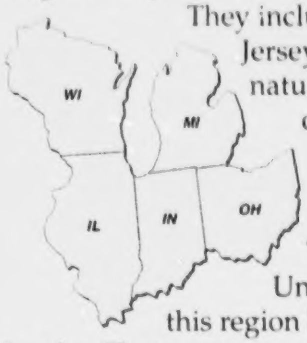
The United States is often divided into six regions: the Northeast, the Great Lakes, the South, the Plains, the Rocky Mountains, and the Pacific. The states within each region have far more in common than just their general location on a map. Some share a common boundary, such as the Atlantic Ocean or the Gulf of Mexico. Some have a similar climate or landforms. These geographical features in each region influence the way the people work and live.



The Northeast. In the northeastern region of the United States are the *New England* and the

Middle Atlantic states. These states are near or have shorelines along the Atlantic Ocean.

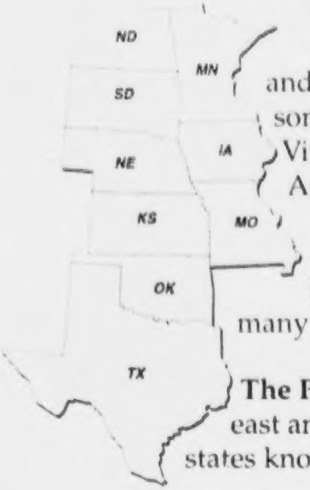
The New England states include Maine, the most northeastern state; Vermont; New Hampshire; Massachusetts; Rhode Island; and Connecticut. Large-scale farming is difficult on the uneven terrain of New England. Small farms and a few large cities dominate the land. South of New England to just below the 40th meridian are the Middle Atlantic states. They include New York, Pennsylvania, Delaware, New Jersey, and Maryland. Natural harbors along with natural resources have contributed to the development of the Northeast.



The Great Lakes. Lakes Superior, Huron, Michigan, and Erie are called the *Great Lakes*. They form a section of the border between the United States and Canada. Each of the five states in this region has one or more Great Lakes on its border. These states are Michigan, Wisconsin, Illinois, Indiana, and Ohio. Many of the larger industrial cities have developed along the Great Lakes and the many rivers in this region.

WV
VA
KY
NC
TN
SC
AR
MS
AL
GA
LA
FL

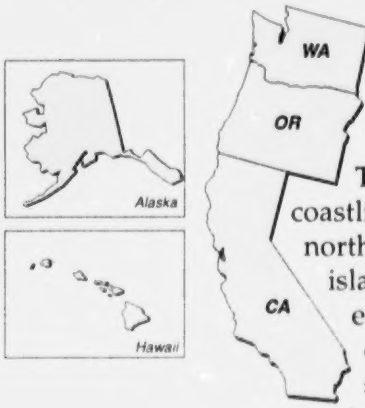
The South. "The South" describes the entire southeast portion of the country—almost one-fourth of the United States. This region is divided according to its physical geography. Florida, Georgia, North Carolina, South Carolina, and Virginia lie along the Atlantic Ocean and are sometimes called the *South Atlantic states*. West Virginia, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, and Louisiana are sometimes called the *South Central states*. The South is still an important agricultural region; however, in the past few decades it has also developed into an industrial region with many factories and manufacturing centers.



The Plains. Sitting between the Mississippi River to the east and the Rocky Mountains to the west is a region of states known as the *Plains*. North Dakota, South Dakota, Minnesota, Iowa, Nebraska, Kansas, and Missouri make up the Northern Plains states. The Southern Plains states are Oklahoma and Texas. Farmland and grazing land dominate this region and provide much of the food served on tables in this country and countries throughout the world.

MT
ID
WY
NV
UT
CO
AZ
NM

The Rocky Mountains. Eight states make up the Rocky Mountain region: Montana, Idaho, and Wyoming in the north, Arizona and New Mexico in the south, and Nevada, Utah, and Colorado in between. Population is light in much of this cold, dry, and mountainous region.



The Pacific. All of the Pacific states have a coastline along the Pacific Ocean: Alaska, in the far northwest, Washington, Oregon, California, and the islands of Hawaii. The ocean influences the economies of all these states. Fishing, especially off of California, Alaska, and Washington, supplies many people with jobs, from catching to shipping fish.

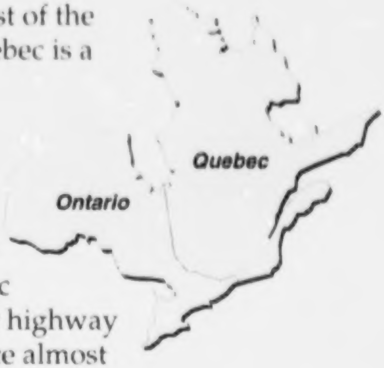
Preview: Canada

Whereas the United States is divided into states, Canada is divided into **provinces** and territories. Most of the Canadian provinces are larger in area than any of the 50 states in our country. Although Canada is larger in area than the United States, its population is much smaller and clustered in a few larger cities and along the U.S. border east of the Great Lakes.

The Atlantic Provinces. The four Atlantic provinces—Nova Scotia, Prince Edward Island, New Brunswick, and the island of Newfoundland—lie along the Atlantic coast of Canada. Most of the people in this region live near the coasts and make a living fishing. Newfoundland, for example, is one of the best fishing areas anywhere in the world.

Newfoundland
Prince Edward Island
New Brunswick
Nova Scotia

The Great Lakes-St. Lawrence Provinces. West of the Atlantic provinces are Quebec and Ontario. Quebec is a French-speaking province that has recently considered declaring its independence from Canada.



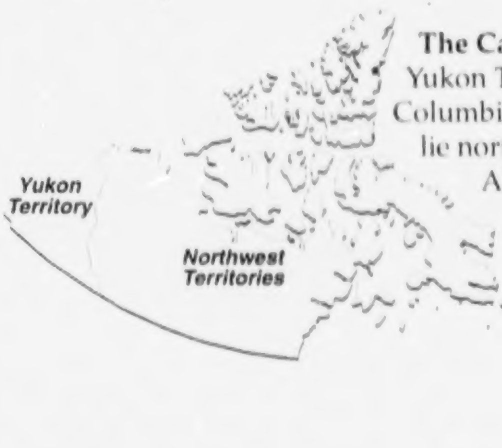
The Great Lakes and St. Lawrence River system have helped these provinces become the political and economic center of Canada. Quebec and Ontario use these lakes and river as a water highway to ship and receive goods. Together they produce almost 80 percent of Canada's industrial goods.

Alberta
Saskatchewan
Manitoba

The Prairie Provinces. To the west of Ontario lie the Prairie provinces: Manitoba, Saskatchewan, and Alberta. These provinces are called *prairies* because of the grasslands that carpet much of land. Most of Canada's farming is done in these fertile lands.

British Columbia

British Columbia. British Columbia is the westernmost province in Canada. Its western border runs along the Pacific Ocean. Two mountain ranges run through this province. The Coast Mountains, near the Pacific Ocean, and the Canadian Rocky Mountains, which are inland, run north and south. Between the mountains lies a narrow valley.



The Canadian Territories. The Yukon Territory sits north of British Columbia, and the Northwest Territories lie north of the Prairie provinces. Although these territories make up about 40 percent of all the land in Canada, less than one percent of Canada's population lives in these cold and infertile lands.

Record

Identification

Write the correct term on the line in front of each description below.

The Northeast
The Plains
The Great Lakes
The Rocky Mountains
The Atlantic provinces
The Prairie provinces
The South
The Pacific
Canada
The Great Lakes-St. Lawrence provinces

______________________ 1. This country is divided into provinces and territories.

______________________ 2. This region of the United States has a coastline along the Pacific Ocean and depends on fishing for many of its jobs.

______________________ 3. These provinces are Canada's agricultural center.

______________________ 4. This region of the United States has developed into an industrial region in the past few decades; it is composed of the South Atlantic states and the South Central states.

______________________ 5. Few people live in this dry and mountainous region of the United States.

______________________ 6. These Canadian provinces are Quebec and Ontario; they are the political and financial center of Canada.

N

______________________ 7. Much of the food for the United States and many other countries are grown and raised in this region; the states in this region sit between the Mississippi River and the Rocky Mountains.

______________________ 8. Natural harbors have made this region a shipping center in eastern United States; this region is made up of the New England states and the Middle Atlantic states.

______________________ 9. These provinces lie along the Atlantic coast of Canada and rely heavily on fishing.

______________________ 10. Large waterways have helped many of the cities in this region become industrial centers of the United States.

S

Read

History: A Land of Immigrants

Thousands of years ago people from Asia crossed the Bering Strait and arrived in a new land. Much later this land would become the countries of the United States and Canada.

The first people to live in North America were the ancestors of the Native Peoples encountered by the Europeans. They lived in both the United States and Canada as well as in Latin America.

The New Settlers: The Europeans

When Europeans arrived in North America in the early 1500s, there were hundreds of thousands of Native People organized into different cultures. Some were nomadic hunters and gatherers, and others were farmers who grew crops and lived in large villages. Over thousands of years they had successfully adapted to the varied physical geography of what was to become the United States and Canada.

During the 1500s European nations began to claim land in North America. Spain built settlements in the southeastern and southwestern parts of the United States. St. Augustine, Florida—the oldest continuously settled town in the United States—was founded by the Spanish in 1565.

Canada: From British North America to an Independent Country

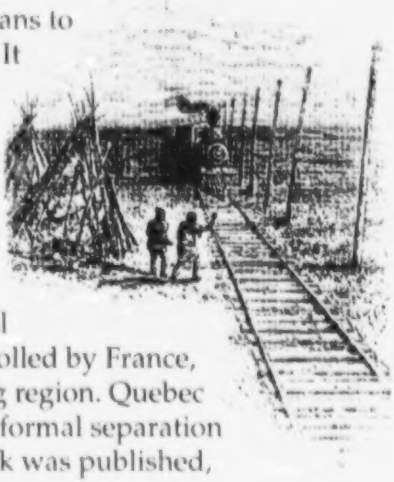
Explorers from France began to map and settle lands surrounding the St. Lawrence River and eastern Canada. The land now known as *Quebec* became France's first settlement. They called the area around the St. Lawrence River and the Great Lakes *New France*.

The French wanted the pelts of fur-bearing animals. Fur-bearing animals live in colder climates, such as Canada, where their coats provide protection. Their pelts were valuable for making fur coats.

British explorers claimed land along the Atlantic coast in what is now Newfoundland. Throughout the 1600s and 1700s France and England fought for control of Canadian land. By the end of the French and Indian War in 1763, France had lost its Canadian land to England. England called their Canadian colonies *British North America*. England would continue its influence over Canada into the 20th century.

British North America included the present-day Nova Scotia, New Brunswick, Quebec, and Ontario. In 1867, the British government created Canada. Although England still had ties to this new nation, Canada set up a national government in its capital city, Ottawa, Ontario.

The Canadian government encouraged Canadians to move west and set up farms, towns, and cities. It built a **transcontinental** railroad to connect the eastern provinces with western Canada. By 1905, all of the land west of Ontario had become part of Canada. In 1981, Canada and Great Britain cut all ties and Canada became self-governing.



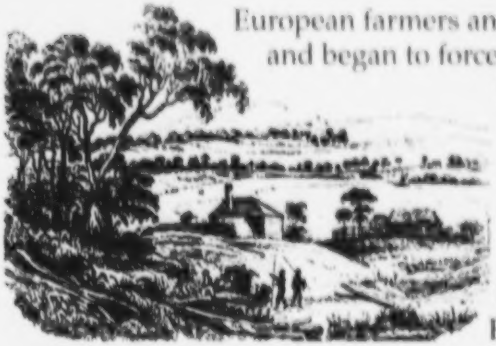
Quebec. The province of Quebec has a special status in Canada. Originally claimed and controlled by France, this province continues to be a French-speaking region. Quebec has held elections in recent times to vote on its formal separation from the rest of Quebec. As of the date this book was published, Quebec remains a province of Canada.

The 13 Colonies of the United States: The Beginning of a New Country

The British also controlled parts of present-day United States during the early European exploration of North America. The English claimed much of the land along the Atlantic coast. By 1607, the English were granting land along the eastern coast to British companies and individuals.

In 1607, the British set up their first permanent colony in Jamestown, Virginia. By 1732, they had 13 colonies along the Atlantic coast, from Maine to Georgia. The colonies in the South had land that was particularly fertile for growing tobacco and other crops. Beginning in the 1600s, the British began shipping Africans across the Atlantic Ocean to work as slaves in the fields.

During the British wars with France, England also forced France to give up its land east of the Mississippi River. The British then controlled almost all the land in the United States from the Atlantic coast to the Mississippi River. Florida and parts of Alabama and Louisiana were controlled by Spain.

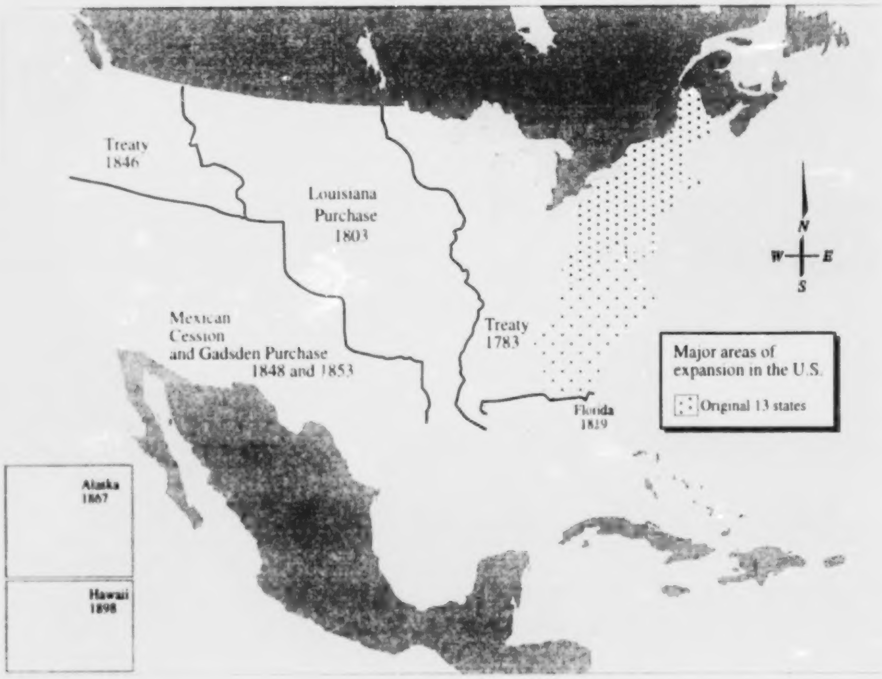


European farmers and merchants arrived in this new land and began to force the Native People off the land. The Native People could not defend themselves against the guns of the foreigners. Many also died from European diseases to which they had no resistance. The Europeans had learned many important skills from the Native People. They taught Europeans how to survive in the wilderness and how to grow new crops.

The Native People in North America were called *Indians*. They got this name from Christopher Columbus and the Europeans that followed his arrival in this new land. (Columbus thought he had arrived in India, though, of course, he was wrong.) Today we refer to members of this group as *Native Peoples*. We recognize the fact that they were the descendants of the original people of North America.

The Fight for Freedom: The Formation of a New Nation

In 1776 the 13 colonies began to fight for independence from Great Britain. After their victory in 1783, the United States stretched from the Atlantic Ocean to the Mississippi River. The United States began almost immediately to expand westward and into Florida. By 1853 the country had obtained Florida and all of the land between the 13 original colonies and the Pacific coast.


Treaty 1846
Louisiana Purchase 1803
Mexican Cession and Gadsden Purchase 1848 and 1853
Treaty 1783
Florida 1819
N
W
E
S
Major areas of expansion in the U.S.
Original 13 states
Alaska 1867
Hawaii 1898

Some of the land was obtained through treaties with foreign nations, and some was purchased. Some of the land was gained through war. Americans and the government of the United States began developing the West. Alaska and Hawaii were added to the nation in 1959 as the 49th and 50th states.

Growth was slowed by the Civil War, fought between the North and South from 1861 to 1865. After the Civil War, the move westward exploded. Factories stayed busy making steel for railroads and bridges that would connect the East and West. People were given land in the West on which to farm and build.

In 1812, the country went to war with Great Britain. The government believed that the British had given guns to Native People to attack Americans moving westward.

The war ended with an historical treaty. Both countries agreed not to build any forts along the Great Lakes. The agreement was eventually extended to include the entire border between Canada and the United States. This border is now the longest peaceful border in the entire world.

Twentieth Century America: The United States Becomes a World Power

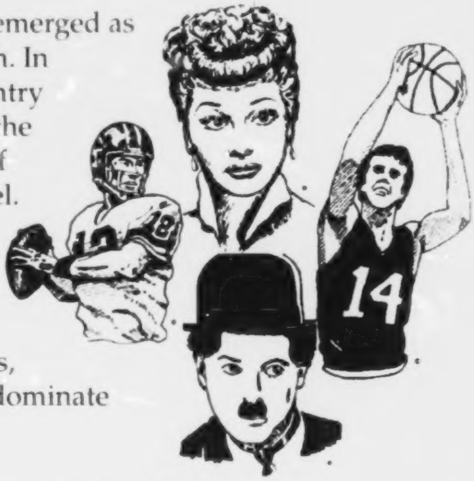
The United States had many advantages it used to grow into a world power. To its east and west were large oceans. The Atlantic and Pacific oceans were good waterways for shipping goods to and from all of the other continents in the world. The oceans also formed protective barriers. It would not be easy for foreign nations beyond the oceans to wage war on the United States.

Natural resources in this country were plentiful. The country became a trading partner with many other nations. American businesses established themselves throughout the world. To protect American interests abroad, the government built a strong military.

The United States had practiced isolationism in foreign affairs. The country chose not to become involved in political or military conflicts beyond the continent of North America. However, the United States could not ignore World War I and World War II.

After World War II, the United States emerged as the most powerful free nation on Earth. In addition to its military might, the country was the strongest economic power in the world. It exported billions of dollars of goods, including automobiles and steel. It financed many businesses and industries throughout the free world.

Today, one of this nation's biggest exports is its culture. American movies, books, music, fashion, and television dominate world culture.



The United States and Canada: The World's Leading Partnership

The United States and its northern neighbor, Canada, are the most peaceful and successful neighbors in modern history. In world affairs, these two nations often fight together and support one another. Trade between them is the largest of any two nations in the world. It is easy for Americans to forget that Canada is such a big part of America's economy and political world. Relations are generally very smooth between the two nations.

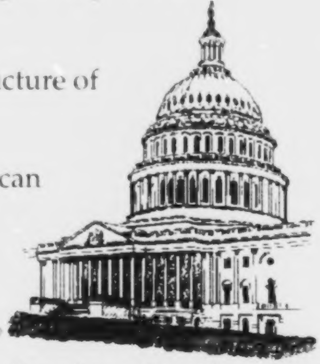
The Governments of the United States and Canada: Democracy in Different Forms

Both the United States and Canada have democracies. Their people can vote for their representatives. They have the right to speak out and criticize the government. They have the right to a fair trial and to practice their religion. Schools are free to attend. And the people may choose the kind of work and job they want to hold.

Both governments are **federations**. A central government can make laws for the entire country. Each state (in the United States) or province or territory (in Canada) can make its own laws—as long as they do not conflict with federal laws.

There are, however, important differences in the structure of American and Canadian governments.

The Government of the United States. The American government is based on the Constitution, written in 1787. It set up a federal system. Power is divided between the federal or central government and the 50 states. Each state has its own government.



The federal government divides its powers between three branches: the executive branch; the legislative branch; and the judicial branch.

(1) The executive branch of government is run by the elected president. The president enforces laws passed by the Congress. The president is also the commander-in-chief of the armed forces.

(2) The legislative branch includes the elected members of Congress. The Congress is made up of the House of Representatives and the Senate. They write and vote on laws.

(3) The judicial branch includes the Supreme Court, all the federal courts, and the many state and local courts. These courts try cases. Some cases end up before the Supreme Court, the "highest court in the land," where a final decision is made.

The Government of Canada. Canada also has a federal system of government. Power is shared between the central government in Ottawa and the local governments of the 10 provinces and two territories.

Canada's government is modeled on the parliamentary system, which first began in Great Britain.

The prime minister directs the federal government. He or she is not elected by the people directly. Instead the leader of the majority party of the Parliament becomes the prime minister. Similar to the Cabinet in the United States, the Canadian Cabinet advises the prime minister and heads many government departments.

The Parliament has both a Senate and House of Commons. Members of the Senate are selected. Members of the House of Commons are elected by the people. In Canada, the House has more lawmaking power than the Senate.

Record

Fill in the Blanks

Use the word list below to complete each statement. Write the correct answer on each line.

land
France
slaves
Mississippi
southeastern
Indians
St. Augustine
United States
colonies
Canada
fur-bearing
southwestern
Native Peoples
guns
Europeans
wilderness
North America

1. The descendants of the original inhabitants of North America were called ____________________ by Christopher Columbus and other Europeans.

2. ____________________ began exploring North America in the 16th century. The city of ____________________, Florida, was founded in 1565.

3. Spain built their first settlements in the ____________________ and ____________________ regions of what is now the United States.

4. France began to explore and settle lands around the St. Lawrence River and eastern ____________________. The French were in search of ____________________ animals. The French also claimed the Mississippi River valley.

5. By the early 1600s, British settlers had begun living along the eastern coast of what is now the United States. The British eventually established 13 ________________ along the eastern coast.

6. During the 1600s, the British settlers began shipping Africans to the southern colonies to work as ________________ in tobacco fields.

7. The British forced ________________ to give up its land in what is now Canada. The British called their Canadian colonies British ________________.

8. The Europeans forced the Native People off of the ________________ they lived on. The Native People could not defend themselves against the ________________ of the foreigners.

9. The Europeans learned many important skills from the Native People, including how to survive in the ________________, and how to grow many foods. We now call *Indians* ________________ to recognize them as one of the original inhabitants of North America.

10. In 1776 the 13 colonies began fighting for independence from Great Britain. They formed the ________________ of America. When the war ended in 1783, the United States stretched from the Atlantic Ocean to the ________________ River.

Record

Multiple Choice

Circle the letter of each correct answer.

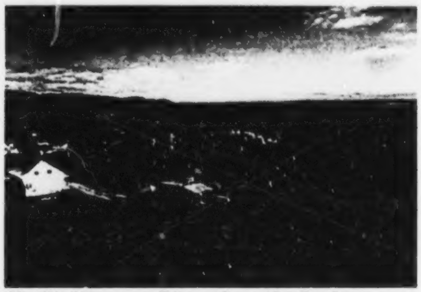
1. In 1812 the United States government accused the British of urging the ____________ to attack Americans in the western United States.
   - a. French
   - b. Spanish
   - c. Native People
   - d. American colonies
2. After the war in 1812, the United States and the British began forming an agreement not to build any ____________ along the borders between the United States and Canada.
   - a. Great Lakes
   - b. forts
   - c. colonies
   - d. roads
3. In 1867 the British government created the new nation of ____________ .
   - a. the United States
   - b. Canada
   - c. the Republic of Texas
   - d. South America
4. Trade between the United States and Canada is now the ____________ .
   - a. largest of any two nations in the world
   - b. most disputed of any two nations in the free world
   - c. smallest of any two nations in the world
   - d. most difficult to measure

Read

Physical Geography of the U.S. and Canada

The U.S. and Canada are among the largest countries in land area in the world. Canada is the second largest country in the world after Russia. The United States is the fourth largest country—only Russia, Canada, and China are larger.

The common border between these two countries stretches from the Atlantic to the Pacific oceans. The eastern part of the border begins at the St. Lawrence River and continues through the Great Lakes. From the Great Lakes the border follows west along the 49th parallel to the Pacific Ocean. In all, this border is more than 3,000 miles long.



The St. Lawrence River along the Quebec Countryside

The United States and Canada also share the border between the state of Alaska and Canada. Alaska is not physically connected to the "lower" 48 states of the United States. It is in the far northwest where it reaches into the Arctic Ocean. Canada's Yukon Territory lies east of Alaska. The United States also includes the state of Hawaii, which is surrounded by the Pacific Ocean.

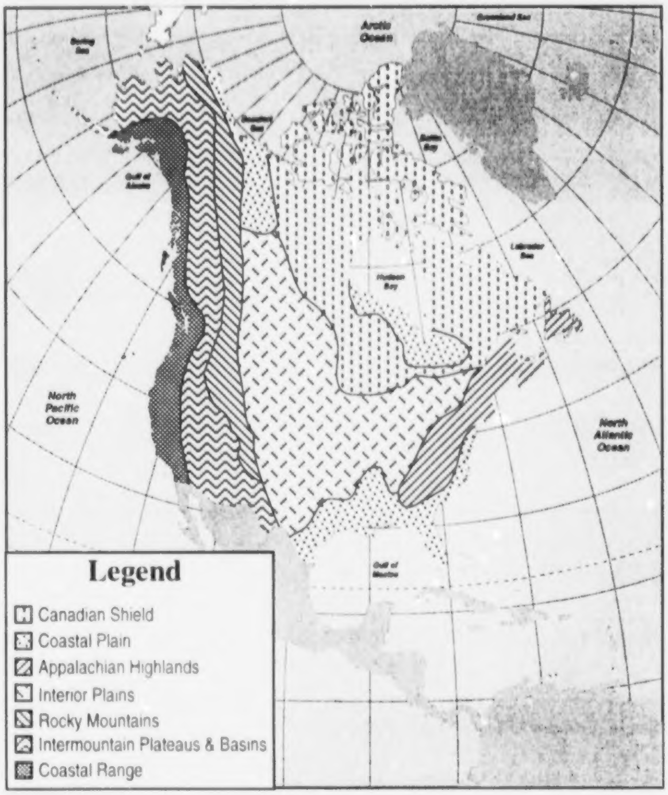
Because North America almost reaches the North Pole to the north and almost as far south as the Tropic of Cancer, this region has many climate zones.

The topography of North America can be divided into eight regions. Six of these regions are shared by both the United States and Canada. These six regions are, from east to west, the Appalachian Highlands, the Interior Plains, the Rocky Mountains, The Intermountain Plateaus and Basins, the Coastal Ranges, and the Canadian Shield. The ways people live on the land in each of these shared regions is often similar. The most eastern topographical region—the Coastal Plains—and the most western region—Alaska and Hawaii—are contained only in the United States.

The Coastal Plains: Forests, Marshes, and Bays

The Coastal Plains are lowlands that sweep north and south along the Atlantic Ocean from Massachusetts in the north through Florida in the south. They then curve west along the Gulf of Mexico through part of Texas. This region is shaped like a broad "U."

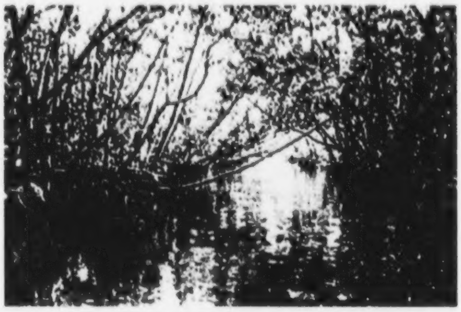
The section of the Coastal Plains along the Atlantic is called the *Atlantic Coastal Plains*. The *Gulf Plains* are the lowlands stretching east and west along the Gulf of Mexico. The Coastal Plains do not stretch through both the United States and Canada.


Arctic Ocean
North Pacific Ocean
North Atlantic Ocean
Legend
Canadian Shield
Coastal Plain
Appalachian Highlands
Interior Plains
Rocky Mountains
Intermountain Plateaus & Basins
Coastal Range

The Continental Shelf. These lowlands in the Coastal Plains begin to slope as they near the shoreline of the Atlantic Ocean and the Gulf of Mexico. They continue into the ocean and gulf where they become ocean floor called the *continental shelf*. The waters above the continental shelf are rich in fish. In the gulf, the shelf also contains oil, natural gas, and mineral deposits.

Natural Harbors. Many natural harbors have formed in the northern part of the Coastal Plains. The Massachusetts Bay, New York Bay, Delaware Bay, and Chesapeake Bay are just a few of the harbors along the eastern coast. Bays are bodies of water that are partly enclosed by land. However, their wide outlet to the sea makes them particularly good for ships entering and leaving. These bays along the Coastal Plains have helped nearby cities grow.

Beaches and Lagoons. The southern half of the Atlantic Coastal Plains does not have the large or numerous bays found in the North. Instead, sandy beaches stretch along the coastline. From Virginia through Georgia, marshes and lagoons separate the mainland from offshore islands.



Mangroves of the Florida Everglades

Forestry. Land along the Atlantic Coastal Plains supports forests of evergreens and deciduous trees. Evergreens, which remain green throughout the year, are found throughout this area. Deciduous trees, which lose their leaves yearly, are found mostly in the northern half. The southern part of the Atlantic Coastal Plains also has marshes, including the famous Everglades in Florida.

Satellite Image of the Gulf of Mexico

The Mississippi River. The Gulf Plains are a wide area of flat and gently rolling hills. In this area, the Mississippi River plays a key role in the lives of the people. The river flows into the Gulf of Mexico in Louisiana. At this intersection, there is a huge delta. Many bayous, or small marshy creeks and rivers, wind through the delta.

The Appalachian Highlands: Ancient Mountains, Coal, and Hydroelectric Power

Beginning inside the "U"-shaped Coastal Plains is the Appalachian Mountain System. It runs in a southwest to northeast direction. This mountain system stretches from Alabama through Maine and into southeast Canada. It is a system of low mountains with peaks that have been smoothed by glaciers. The mountains in the Appalachian Highlands were once higher. Time, however, has eroded these ancient mountains.

Mountain Ranges. In the United States these highlands stretch 1,200 miles. The Appalachian Mountains include five mountain ranges. The Blue Ridge Mountains run from Pennsylvania to Georgia. The Allegheny Mountains wind from central Pennsylvania to Virginia. The Great Smoky Mountains run along the Tennessee-North Carolina border. Northeast Pennsylvania has the Pocono Mountains, and the Catskills are in New York State.

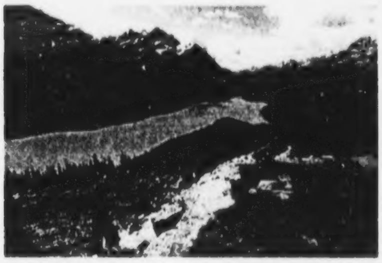
Other mountain ranges in the highlands are the Adirondack Mountains in New York State; the White Mountains in New Hampshire and Maine; and the Green Mountains in Vermont.

An Autumn View of the Great Smoky Mountains of Tennessee

The Piedmont. Along the eastern edge of this highland region is a low plateau called the *Piedmont*. A steep drop from the Piedmont Plateau turns swift rivers into falls. This line of steep drops is called a *fall line*.

The Great Valley. In between these many mountain ranges are valleys. It is in these lowland areas that most of the population in this region lives. The Great Valley runs from Pennsylvania to Tennessee. In Pennsylvania it is called the *Lehigh Valley*, then the *Shenandoah Valley* in Virginia, and the *Cumberland Valley* in Tennessee.

Natural Resources. The Appalachian Highlands are valuable for their many resources. Huge forests of evergreens and deciduous trees provide lumber. Large deposits of coal are mined in Ohio, Pennsylvania, West Virginia, Kentucky, Tennessee, and Alabama. The long fall line and the many fast-moving rivers provide water power—also called *hydroelectric power*.



Icefield Parkway in Alberta, Canada

Canada. In Canada the highlands include the island of Newfoundland, Nova Scotia, Prince Edward Island, and New Brunswick. Fertile farmlands are found in the valleys and lowlands of this physical region throughout Canada and the United States. The farms, however, tend to be smaller than the larger farms to the west.

The Interior Plains: The Breadbasket of North America

Between the Appalachian Highlands to the east and the Rocky Mountains to the west is a huge flatland region called the *Interior Plains*. The Interior Plains stretch as far south as Mexico and as far north as the Arctic Ocean. The Interior Plains are divided into the Central Plains and the Great Plains.

The Lowland Savannas of the Interior Plains Are Used for Grazing and Also Support the Songbird Population.

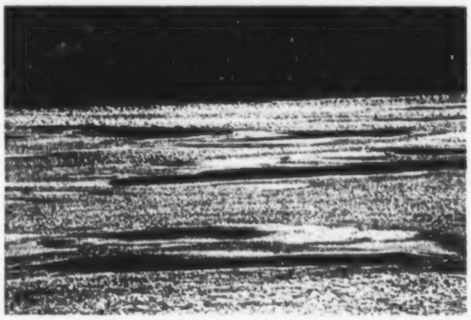
The plains are a vital part of the economies in both the United States and Canada. The flat or gently hilly land is used for farming and grazing. In addition, valuable resources, including oil and natural gas, have been discovered in this region. When the land area of the Interior Plains is combined with the Coastal Plains, these flatland areas make up more than one-half of all the land in North America.

The Central Plains. The Central Plains begin just west of the Appalachian Highlands. They include parts of Kentucky and Tennessee, and the Great Lakes area. This region is flat in the east but begins to rise in the west. These plains were once covered by forests. Now, however, dry grasslands, or prairie grasses, cover most of this land.

The Great Plains. West of the Central Plains begin the Great Plains, also called the *High Plains*. The Great Plains rise from 2,000 feet to 5,000 feet as they meet the Rocky Mountains in the west. This region stretches from Texas in the south up through Montana and the Dakotas in the northern United States, all the way through the Northwest Territories in Canada.

The Rivers. The many rivers and tributaries in these plains help produce the very fertile soil of the region. In the United States the Mississippi River runs southward from the Canadian border. It empties into the Gulf of Mexico on the coast of Louisiana. During its course, the Mississippi is joined by the Ohio River from the east and the Missouri from the west.

The river basin drained by the Mississippi is some of the most fertile and productive farmland in the world. In Canada, the Mackenzie River helps create fertile farmland as it flows northward to the Arctic Ocean.



The Missouri River in Bismark, North Dakota, Is a Part of the Mississippi Basin.

The Rocky Mountains: A Majestic but Inhospitable Land

A View of Lizard Head Pass in the Rocky Mountains of Colorado

Most people in North America have heard of the Rocky Mountains. They are often used in songs and stories as a place of majesty and brilliance. These mountain ranges run north and south from Canada into Texas and New Mexico. Their width varies from 125 miles to 375 miles.

These mountains are much younger than the Appalachian Mountains to the east. They are both higher and more jagged than the Appalachians. In the lower altitudes of the Rockies are forests of deciduous and evergreen trees. In higher altitudes, only evergreens can survive.

Some peaks in the Rockies reach more than 12,000 feet. These high mountain tops are snow-capped or sprinkled with tundra grasses or moss.

Few people live in this region. The high elevation, cold climate, and lack of water make the Rockies a beautiful but generally sparsely populated area.

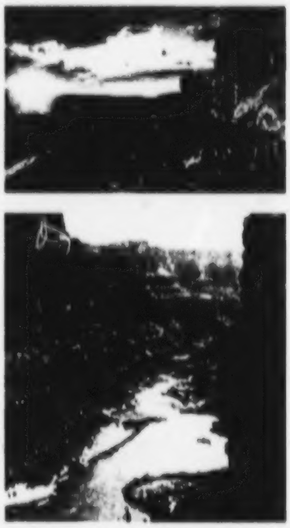
Intermountain Plateaus and Basins: Beauty below Sea Level

In between the Rocky Mountains and the Pacific Coastal Ranges lie the Intermountain Plateaus and Basins. The plateaus are flat elevated areas. The basins are low areas in the midst of mountains. This stretch of table-top land and canyons and valleys runs from the Mexican border in the south through Alaska in the northwest.

The Kelso Dunes of the Mojave Desert at the Mojave National Preserve in California

Deserts. The Pacific Mountains to the west block the moist air from the Pacific Ocean. The lowlands in the Intermountain region is left very dry. In this desert climate only desert plants and scrub grass grow. Death Valley—along the southwest edge of the Rockies—is the hottest and driest desert in North America. Death Valley is also the lowest spot in the United States—282 feet *below* sea level. The lack of rain in this region has also created the Mojave Desert.

Canyons. Rivers, such as the Columbia and Colorado, have cut deep canyons through parts of the plateaus. The most famous is the Grand Canyon. The Grand Canyon is more than a mile deep. The Colorado and Columbia rivers drain into the Gulf of California and the Pacific Ocean.



Above:* *Sunset in Chaco Canyon, New Mexico
Below:* *View of the Grand Canyon from Nankoweap, Arizona, in the Colorado Plateau

Salt Lakes. Other waterways drain into lakes, where they deposit salt and other minerals. As water evaporates from lakes, the salt is left. The Great Salt Lake in Utah is one example of this interior drainage.

Coastal Ranges: North American Western Border

The Coastal Ranges are mountains that run along the Pacific Ocean. This range forms the western border for most of the United States and Canada. These mountain ranges stretch from Alaska and into Mexico. These mountains are about 200 miles wide.

The Coastal Ranges differ from the physical geography of the Atlantic coast. In the West there are no plains along the Pacific Ocean, as there are along the Atlantic Ocean. Cliffs, rather than beaches, form the Pacific border. The Coastal Ranges offer some of the most spectacular views in North America. In Canada, for instance, the mountains rise as high as 9,000 feet along the ocean.

Mt. McKinley as Seen from Stony Hill in Denali National Park in Alaska

The American West Coast. Names of the Coastal Range mountains change from place to place. In California they are called the *Sierra Nevada*. Its highest peak rises to 15,000 feet on Mt. Whitney.

In Oregon and Washington they are called the *Cascade Mountains*. Mt. Rainier rises to 15,000 feet, and Mt. St. Helens, an active volcano, recently erupted, spewing ash for hundreds of miles.

The Canadian West Coast. In Canada the Coastal Ranges are called the *Coast Mountains*. They are separated from the Rockies by a small valley. The Coast Mountains and Rocky Mountains run parallel from the provinces of British Columbia and Alberta through the Yukon Territory and Northwest Territories. This parallel chain of mountains is called the *cordillera*.

Valleys. Between the mountain ranges sit valleys. Many of these valleys have fertile soil and some of the most productive farming in the world. The Central Valley runs through central California.

Harbors. Natural harbors have helped to make many places along the Pacific Coast thriving ports. The Puget Sound in Washington, and the San Francisco and San Diego bays in California are popular sites for ships. In Canada, the steep land surrounding harbors makes it difficult for trucks to reach these ports and carry goods.

The Port of Seattle Is the 5th Largest Container Port in the U.S. and the 20th Largest in the World.

The Canadian Shield: Swept by Glaciers

Nearly the entire eastern half of Canada is in a region called the *Canadian Shield*. The Canadian Shield covers more than half of the land in Canada, about two million square miles. It extends into the Adirondacks Mountains in the state of New York.

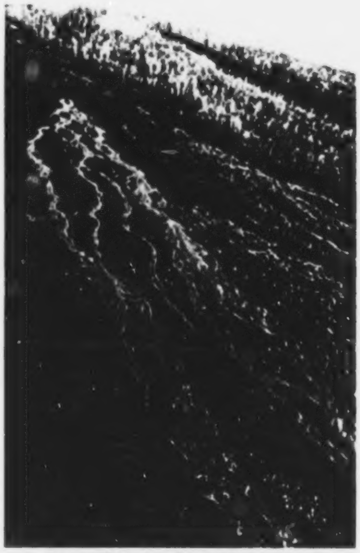
The Shield is shaped in a horseshoe around the Hudson Bay. The land was once scraped by glaciers that began in the Arctic Ocean. The glaciers scraped across old rocks removing the topsoil and carving a rugged land dotted with many lakes.

This region has little fertile farmland. It does, however, have huge forests of evergreen trees, minerals, and fur-bearing animals. The few people that live in this region trap, fish, mine, and cut timber. The many rapids and waterfalls provide waterpower.

The 49th and 50th American States: Alaska and Hawaii

The last states that became a part of the United States are quite opposite of each other. One is cold; one is warm. One commonality is that neither of these states is connected to the other 48 states. The connected 48 states are referred to as the *conterminous* or *contiguous United States.*

Alaska. Alaska is on the Arctic Ocean. Much of its land is frozen in the winter. Across its northern half stretches the Brooks Mountain Range. Its southeastern section contains the Pacific Coastal Mountains. Between these mountain ranges is land known as *muskeg*. It is swampy and bug-infested in the summer and frozen in the winter.


Lava Flowing from Mauna Kea

Hawaii. Hawaii is really hundreds of volcanic islands that lie in the Pacific Ocean. The larger islands are clustered in the southeastern part of the chain. Hawaii is the largest of the islands. On this island is Mauna Kea, a volcanic mountain that rises 14,000 feet above sea level. Other peaks are snow-capped, but the climate on most of the islands is tropical rainforest.

Lakes and Waterways: A Key Feature in the Success of North America

North America has many resources that have helped it achieve economic and political success. The many water resources must be counted among the most important.

Ore Is Loaded on Ocean Vessels at Sept Isles Bay, Quebec, along the St. Lawrence Seaway.

The Great Lakes, which serve as a border between the two countries, provide more fresh water than any other group of lakes in the world. They have also helped the cities of Chicago, Cleveland, and Toronto, to name a few, become industrial centers.

The St. Lawrence Seaway was built by the United States and Canada. It connected the Great Lakes with the St. Lawrence River. This "water bridge" meant that ships could travel from the Great Lakes to the Atlantic Ocean.

The Mississippi River carries freighters and their cargo from St. Paul, Minnesota, to the Gulf of Mexico. The Mississippi River and its tributaries make up the longest river system in North America. This river also connects with the Missouri River from the west and the Ohio River from the east—creating one of the best water transport systems in the world.

Climates: From the Frigid to Hot

Although the United States and Canada have many of the same topographical regions, such as the Inner Plains and the Rocky Mountains, they do not share many of the same climates. Canada is, by and large, a cold-climate country. It is in the high latitudes and has a northern border on the frigid Arctic Ocean.

The United States, on the other hand, is farther south. It lies in the middle latitudes and reaches almost as far south as the Tropic of Cancer. The Tropic of Cancer marks the beginning of the hot climate near the Equator.

The Far North. The area from Alaska in the far northwest, across northern Canada to the Atlantic Ocean, and the island of Greenland in the far northeast is called the *Far North*. Its climate is tundra. Winds from the Arctic Ocean blow south through Canada and into the northern United States. Few people live in this climate.

A Polar Bear in the Arctic

The North. Just below the Far North is a wide band that runs through most of Canada. The climate is subarctic—a cold and icy winter for half the year. The climate is good for forest growth. When the snow melts, the top layer turns to marsh and the bottom layer remains frozen. Most of the people who work the land in this climate region either are loggers, hunters, fishers, trappers, or miners.

Humid Continental. The southeastern part of Canada and the northeastern and central plains of the United States have a humid continental climate. Winters vary here, from cold winters in the northern part to warmer winters and longer summers in the southern part. The eastern part of this climate region is kept moderate by the large bodies of water such as the Atlantic Ocean.

However, the western part of this climate region has no large bodies of water to moderate its temperature. Therefore its climate tends to be colder

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in the winter and warmer in the summer. All of this region gets plentiful rain. The climate, rich farmlands, and many waterways make this region home to many big cities.

Florida's Great Blue Heron Spreads Its Wings.

Humid Subtropical. The southeastern United States, including Florida, has the long, hot summer, mild winter, and year-round rainfall of the humid subtropical climate. Growing season in this region often reaches seven months or longer. No part of Canada has this climate.

The Steppe Zone. The steppe zone covers much of the western part of the United States. This zone has little rain. The Coastal Range Mountains in the west and the Rockies in the east form a barrier that blocks moist winds. Dry grasslands are the most common vegetation. Although this region is one-third of the land in this country, only one-twentieth of the population lives here. In the southwest, the climate becomes desert, with little or no rain and temperatures over 115 degrees.

Marine. From the coast of northern California and up through the tip of Alaska is the wettest climate in North America: the marine climate. The rain is carried from the Pacific Ocean and across the coastal lands. The Coastal Mountains force these winds up, they cool, and their moisture falls as rain along the coast.

Mediterranean. Southern California is home to one of the most popular climates—Mediterranean. Hot, dry summers are followed by mild, rainy winters. This paradise-like climate draws many people.

Record

Multiple Choice

Circle the letter of each correct answer.

1. The __________ are the highest mountains in North America.
   - a. Appalachian Mountains
   - b. Rocky Mountains
   - c. Pacific Mountains
2. The __________ is/are the longest river system in North America.
   - a. Mississippi
   - b. St. Lawrence
   - c. Great Lakes
3. The __________ in the United States has land that is valuable for farming and grazing.
   - a. Rocky Mountains
   - b. Canadian Shield
   - c. Interior Plains
4. __________ has/have mountains, plateaus, and plains.
   - a. Only the United States
   - b. Both the United States and Canada
   - c. Only Canada
5. __________ scraped across the Canadian Shield, forming valleys, hills, and lakes and rivers.
   - a. Giant bulldozers and graders
   - b. Volcanic rock
   - c. Glaciers

Record

True or False

Write **true** *only if both statements are true. Write* **false** *if either statement is* not *correct.*

________ 1. Florida is part of the large lowlands that lie along the southeastern coast of the United States. These lowlands are called the *Coastal Plains*.

________ 2. The term *Interior Plains* refers to the Central Plains and the Great Plains. This land is some of the best farming land in the world.

________ 3. The Appalachian Mountains stretch along the eastern coast of North America. This mountain range is lower than the Rocky Mountains.

________ 4. The Rocky Mountains begin where the Great Plains end. This mountain range stretches from Canada and through the United States into New Mexico.

________ 5. The geographical region called *Intermountain Plateaus and Basins* lies between the Rocky Mountains and the Pacific Coastal Ranges. This region includes deep canyons that have been cut by great rivers.

Read

Economy: From Agriculture to Industry to Service, Information, and High-Tech

As you have read above, the United States and Canada share many of the same physical and climate regions. They are large and have many resources. They also share a common border that is thousands of miles long. It should not be surprising, then, to learn that their economies are more alike than different.

Consider the following similarities. Farming on the Canadian and American side of the St. Lawrence River is similar. You would have a hard time, in fact, figuring out which farm is from which country. The land is alike and so are the crops. The same is true about the farms surrounding the Great Lakes.

In the Interior Plains, Canadian and American farmers grow wheat and harvest it with the same kind of machines. In the western prairies ranchers in both countries raise cattle and sheep. In the American and Canadian Rockies miners search for valuable metals and minerals. Similar fish, forests, and minerals are harvested in New England and in the Atlantic provinces of Canada.

Dall's Sheep on the Plains along the Nahanni River in the Interior Plains of the Northwest Territory, Canada

The restaurants you'd visit in the larger cities of both countries would be similar. Much of the entertainment—including sporting events and movies and music—would look alike. About the truest thing one could say to contrast these economies is that the American economy is larger. (Remember, however, that there are more people living in the United States than in Canada.)

The Key to Economic Success: Natural and Human Resources

Two hundred years ago the map of the United States and Canada was dotted with villages, small towns, and an occasional small city. Today these two Western countries are **post-industrialized** nations. More people now make their living in service and information jobs than by working in factories and on farms. People in the U.S. and Canada have the highest standard of living among the larger countries in the world. How did these two countries develop so quickly?

Both nations have the natural resources to fuel their industries. Raw materials of minerals and forests are plentiful. Huge deposits of iron ore are mined in both countries, for example.

In addition, they have abundant energy resources. Oil, natural gas, coal, and falling water are available in both countries. These energy resources are used to run factories. Falling water turned wheels in mills two hundred years ago. Today falling water is harnessed by dams to produce hydroelectricity.

To make good use of natural resources, Americans and Canadians have added education. Today more than ever people have to be educated to be successful in the post-industrial economy.

In Alabama, a Dragline and Dozer Are Used to Remove Soil That Lies above the Coal.

The Cities of the United States: From Industrial Centers to Tourist Attractions

Since the Industrial Revolution, cities in the Northeast and Great Lakes regions have been the industrial centers of America. Industrial centers are areas where many of the people work in factories.

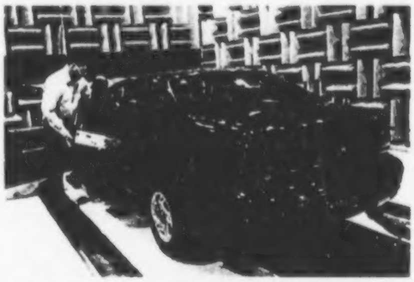
Pouring Hot, Molten Steel at the Bethlehem Steel Mill in Bethlehem, Pennsylvania

Location Is a Key. Almost all of the successful industrial cities in North America are near large waterways and mineral deposits. The waterways are used to ship raw materials in and products out. The mineral deposits, such as coal or iron ore, are needed to make a product such as steel.

Steel and iron have always been important products manufactured in this country. They are used in making automobiles, farm machinery, bridges, buildings, railroads, ships, and many other products.

Many of the larger cities have grown around mills that produce steel and factories that assemble automobiles. These are two of the main goods made by "heavy industries."

Cities, both large and small, also have "light industries." These factories make smaller and less bulky items. They can include anything from toys to clothes.

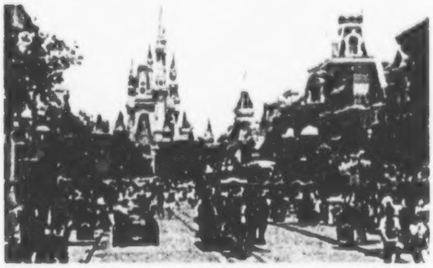


A Detroit Autoworker Testing the Noise Levels of a New Automobile

Northern Cities. Some of the most successful industrial cities are New York, Chicago, Pittsburgh, Detroit ("motor city"), Cleveland, Baltimore, and Indianapolis. Industrial cities are declining, however. Other countries with cheaper labor have taken some of the business from American industries. In addition, steel is being replaced in automobiles with lighter alloys and plastics.

Southeast and Sunbelt Cities. In the past few decades many cities in the southeast and the **sunbelt** have become industrial centers. The sunbelt includes Florida, Texas, Arizona, and southern California. Mineral deposits and the migration of people to the South have produced southern cities with both light and heavy industries.

Birmingham produces steel using nearby deposits of coal and iron. Memphis makes chemicals, paper products, and machinery. Textile factories that use cotton and other locally grown fibers can be found throughout the Southeast.



Walt Disney World's Main Street, U.S.A.

Miami and Orlando, home of Walt Disney World, are among the most popular tourist destinations in the world. Miami is also the leading American trade center for Latin American businesses.

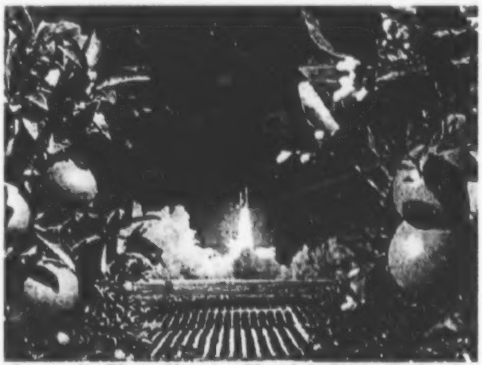
The West. The drier states in the West have few large cities. Their economies are based on ranching and mining. Along the Pacific coast, larger cities have found their own niche on which to build economies. San Francisco has used banking and trade to develop a thriving economy. Seattle builds aircraft and is a major seaport for trade with Asian countries.

Farmland in the United States: Grain and Livestock

Farming in the United States has changed dramatically during the 20th century. In 1900, two of every five persons lived on a farm. Today, only one in forty persons lives on a farm. But today's farmer is able to grow more food than his or her grandparents. Today, one farmer is able to produce enough food to feed 65 other people. In 1900, little food produced in this country was exported. Today wheat, corn, soybeans, and many other agricultural products are exported all over the world.

There are many different farm regions in the United States. Each grows crops or raises livestock according to its climate and soil. However, the change from one region to another is gradual.

Coastal Plains. The Atlantic Coastal Plains and Gulf Coastal Plains grow tobacco, peanuts, cotton and, of course, world famous citrus fruit in Florida. Cotton, which was once a main crop in the South, has been replaced by livestock. Georgia now produces more livestock than any other state in the country.



Composite Photo Showing Florida's Citrus Orchards and the NASA Space Shuttle

The Central Plains. The hot and moist growing season in the Central Plains makes it among the best farmland in the world. It is known as the *wheat belt*. Kansas, Texas, Oklahoma, North Dakota, Montana, and Minnesota grow enough wheat for this country and many other countries.

Dairy farms stretch through the northern states of Minnesota, Ohio, Pennsylvania, and New England. Only Russia makes more dairy products than the dairy farms in this region.

No country in the world produces more beef than the cattle-raising states, particularly Nebraska and Iowa. Much of the corn grown in the plains goes to feed livestock.

The Great Plains. The lack of water has limited the economies of this region. However, the dry grasslands do make good grazing for livestock. Texas is one of the biggest cattle states in the country. In Utah, where there is very little water, sheep exist on shorter grasslands.

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California Valleys. The Central Valley in California is one of the richest farming areas in the world. Using the water running down from the Sierra Nevada Mountains and nearby rivers, farmers grow citrus, grapes, wheat, cotton, and an assortment of vegetables.

These farms, however, do not look like the family farm one might imagine. They are huge tracts of land that are run like factories. Migrant workers help to harvest the crops. *Migrant workers* move from farm to farm picking crops for low wages. Protecting these workers from exploitation is an important social problem in the U.S.

California Grapes Are Hand-Picked and Dried in the Sun to Make Raisins.

The Marine Lands. In the marine climate of Oregon and Washington, farmers grow apples and berries. They also use the Columbia River to irrigate eastern Washington and grow wheat.

A Pineapple Picker in Hawaii

Hawaii. In Hawaii tropical fruits such as pineapples are grown. Sugarcane is also grown in Hawaii as well as in Florida.

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Record

Fill in the Blanks

Use the word list below to complete each statement. Write the correct word on each line.

sunbelt
northern
Coastal
factories
Migrant
Light
livestock
citrus fruit
natural resources
wheat belt
Heavy

1. The United States and Canada have similar economies. One reason for this similarity is that both countries have similar physical and climate regions, and many similar ____________________ , such as iron ore.

2. Industrial centers are areas where many people work in ____________________ .

3. ____________________ industry produces larger products such as cars and steel. ____________________ industry produces smaller products such as clothes and books.

4. Until recently, most of the successful industrial centers in the United States were located in the ____________________ cities, including Pittsburgh, Detroit, and Chicago.

5. Many cities in the southeast and the ____________________ have developed into industrial centers.

6. Florida is located in the ______________________ Plains. One of its more famous products is ______________________ .

7. The Central Plains are also known as the ______________________ —farms in this region produce enough grain to export to many countries.

8. Although the Great Plains lack water, the grasslands make good grazing for ______________________ .

9. ______________________ workers move from farm to farm in the California Valley harvesting crops for low wages.

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Read

The Canadian Economy: From Fur to Oil

Most of Canada's farmland is in the Prairie provinces. Canadian farmers grow wheat on the northern extension of the Great Plains on which American farmers also grow wheat. Both countries are world leaders in wheat export.

Agriculture, however, makes up only about one-tenth of Canada's economy. Industry is a large part of the economy. Most of its industry is grouped around Ontario and Montreal along the Great Lakes. Factories produce automobiles, iron and steel, paper products, and food products.

Forest. The cold climate of Canada supports vast forests. Canadians log these forests to produce timber and wood pulp for paper. Most of the wood pulp is exported to the United States.

Lumber Is Loaded onto Ships for Export from New Brunswick.

A "Timberjack" Logger in the Forests of Courtenay, British Columbia, on Vancouver Island

Fish. Fish, especially off the coastal waters of Newfoundland and Nova Scotia, are plentiful. Only a few other nations in the world export as much fish as does Canada.

Oil. Oil production has become a key part of Canada's economy. Once the country had to import oil for its energy needs. Today it exports oil.

Fur. Fur-bearing animals were a resource that first attracted trappers from many European nations to Canada. These animals, including fox, mink, and beaver, are still killed for their soft, warm fur.

The Canadian Lynx—a Popular Fur-Bearing Animal

The Canadian Shield. Once thought to be a giant wasteland, the Canadian Shield has turned out to be a valuable resource base. Coal, oil, and natural gas have been found in this old, glacier-swept land.

Canada has begun to make an attempt to make its economy less dependent on the United States. American businesses run or own part of many of the important industries in Canada, including wood pulp, natural gas, and oil. In addition, much of Canada's exports go to the United States. Canada hopes to develop and run more of its industry in the future.

Record

Short Answer

Answer each question below with a short answer.

1. What resource first attracted Europeans to Canada and is trapped for its value?

   ____

2. In which region are most of Canada's farmlands?

   ____

3. What energy resource has become an important part of Canada's economy and is now exported?

   ____

4. What resource is plentiful in Canada's cold climate and is used to make paper?

   ____

5. A large region of glacier-swept Canada was once thought to be a wasteland. What is the name of this region in which valuable deposits of coal, oil, and natural gas have been discovered?

   ____

Read

A Closer Look: The United States

The Northeastern States

The Northeastern states are divided into the *New England* states and the Middle Atlantic states.

The New England States. A drive through Vermont, New Hampshire, Maine, Massachusetts, Rhode Island, and Connecticut will seem like a slightly flattened roller coaster ride. The region is made up of rocky hills and mountains surrounded by broad river valleys. Quaint villages dot the landscape. The coastlines are also rocky, quite unlike the flat sandy beaches here in Florida.

The Appalachian Trail Summit of Mt. Katahdin in Baxter State Park, Maine

The rocky landscape makes farming difficult. Using large farm machinery on hilly land can be impractical and dangerous. In addition, much of the soil is not fertile. Long, harsh winters leave farmers with a short growing season. Still, some small farming is done in this region. The Maine potato, for example, grows well and can probably be found at your local supermarket. Fishing is also important. Fish catches in the Northeast make up about one-fourth of the entire fish catch in the United States. Recreation and tourism has grown in this region particularly in the winter with the increasing popularity of skiing.

The southern part of this region—Connecticut, Massachusetts, and Rhode Island—is more urbanized, although even these states have retained a strong sense of history and tradition.

The Historic Naval Ship USS Constitution Sits at the Harborplace Pavillion in Baltimore, Maryland.

The Middle Atlantic States. New York, Pennsylvania, Delaware, New Jersey, and Maryland make up this heavily populated region. Many of the most populated cities in the country are in the Middle Atlantic states. Boston, New York, Philadelphia, and Baltimore are built around large natural harbors. Many of the products manufactured in these and nearby cities are shipped from these harbors throughout the country and world.

Manufacturing centers need at least two basic ingredients. First, a factory needs raw materials. Large forests provide timber for ship building and construction. From western Pennsylvania and nearby states come coal and iron ore for steel. The many harbors make good ports for shipping needed materials in and shipping finished products out.

The Middle Atlantic states also have a second essential ingredient for manufacturing: energy! Coal can be used to fuel industry, but it is a limited resource and expensive to mine. Falling water, on the other hand, is a renewable resource—rivers continue to fill and run. Falling water can be used to produce hydroelectricity and power water wheels.

This region is filled with fast-moving rivers. Many of these rivers gain their speed as they move eastward across a large plateau called the *Piedmont* and then fall over its edge onto the much lower Atlantic Coastal Plain. This *fall line* runs north and south along the eastern United States. It begins near Philadelphia, runs through Baltimore and Washington, D.C., and continues all the way to Georgia and Alabama.

Paddling through the Congaree Swamp in South Carolina

The Northeast has been a manufacturing and trade center since the Industrial Revolution. Pittsburgh, Pennsylvania, for example, was the steel capital of the country, and world!

Around these manufacturing centers large cities have grown. Between Boston, Massachusetts, in the north, to Washington, D.C., in the south, more than 40 million people live in a **metropolitan area**. This huge urban strip is called a *megalopolis*.

The North Central States

The North Central states are often referred to as the nation's *heartland*. Within this region are many of the nation's farms and factories. This region is also called the *Middle West*. The Mississippi River divides this region into two smaller regions. East of the Mississippi are the five Great Lakes states—Ohio, Indiana, Illinois, Michigan, and Wisconsin. West of this great river are the Plains states, which run north and south down the center of the United States.

The Great Lakes States. Like the Middle Atlantic states, these states have used their resources to build large industrial centers. They have used the four Great Lakes, the Ohio River to the south, and the Mississippi River to the west as water routes. These routes are used to ship materials into factories and ship finished goods throughout the world.

The Great Lakes region and nearby states provide industry with most of its raw materials. Huge deposits of iron ore come from Michigan, Wisconsin, and Minnesota. Coal is mined in Illinois, Indiana, and Ohio. These resources, in addition to the waterways, have helped make the Great Lakes region the industrial center of the country. About one-fourth of all the goods manufactured in the United States are made in this region. Steel comes from Chicago, Gary, Cleveland, and Youngstown. Some of this steel is used to make automobiles in Detroit, and some is used to make farm machinery in Milwaukee.

Lake Superior in the Evening

The Great Lakes states also have fertile farmlands. Farmers grow corn, wheat, and soybeans, and raise dairy cattle. Traveling through this region, you would see some of the country's most productive and beautiful farmland. From these rural scenes you would soon arrive in very large and industrialized cities.

There are two megalopolises in the Great Lakes region. About 10 million people live in an urban stretch from Milwaukee to Gary along Lake Michigan. Another 10 million people live along the western and southern edge of Lake Erie, from Detroit to Youngstown.

Viewing Chicago from the Chicago River

Chicago is the most populated city in the region. It is located on Lake Michigan and is connected to the Mississippi River by canals. Its central location has made it the country's busiest inland port.

The Plains States. Traveling through the Plains states—the Dakotas, Minnesota, Iowa, Nebraska, Kansas, Missouri, Oklahoma, and Texas—you would see large, flat farmland and grazing land. Much of this wide plain was flattened and swept by glaciers thousands of years ago. The result was a giant area of rich fertile soil. Today this productive farmland is known as the *American Breadbasket*.

The "HayWrap" Machine Speeds the Process of Harvesting and Preparing the Hay.

Most of the land in these states was once covered by tall grass. In the 1800s farmers began clearing the land for crops. Today the farms are large, averaging about 350 acres. Huge farm machinery makes short work of these flatlands.

Many farm owners have joined together to form *cooperatives*. They share both the costs of growing crops and the profits from selling them. Farms in the Plains states grow about 40 percent of the world's corn, 50 percent of the world's soybeans, and about 10 percent of the world's wheat. These farmers are the largest exporters of grain in the world.

Many of the major cities in the northern half of this region—Minneapolis, St. Paul, Kansas City, and Omaha—process the food grown on farms in the region. The St. Louis metropolitan area is the largest in the northern Plains states. It is also a manufacturing center for automobiles, airplanes, and chemicals.

The two southern Plains states, Texas and Oklahoma, also depend on farming and cattle raising. Their key industry, however, has become oil production. Only Russia, Saudi Arabia, and Iran produce more oil than Texas. Texas also has the only large urban center in this region. Dallas/Ft. Worth makes up the 10th largest metropolitan area in the country.

The Southeastern States

Since the earliest settlers, the South had always had rich farmland. Large plantations were built to raise tobacco and cotton. However, by the early 20th century, much of the land had lost its minerals. Raising the same crop year after year had left the soil "dead." Erosion had also stripped valuable top soil.

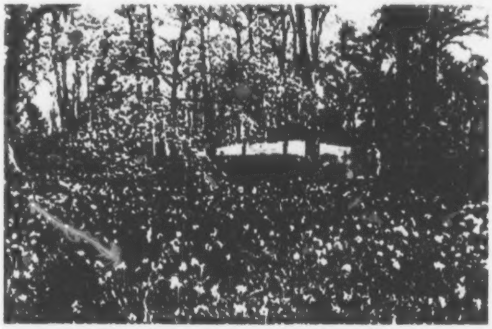
Farmers Rest the Soil by Using the Stripcropping Method.

In the 1930s farmers, along with the help of the government and new farming techniques, made the land healthy once again. The South again became a region of productive farmland. Today farmers grow rice, tobacco, cotton, pecans, peanuts, and many fruits and vegetables. Ranchers raise *millions* of cows, pigs, sheep, and other livestock.

In Florida sugarcane and citrus fruits are main crops. Along the Gulf coast of Florida, fishermen catch almost one-half of the country's fish. Tourism is also a very important part of the economy in the South. Florida, in particular, attracts millions of tourists each year from all over the world to its beaches and manmade attractions. Florida's major cities are Miami, Tampa, Orlando, and Jacksonville. Its capital is Tallahassee. Florida is one of the fastest growing states in the country.

Once thought of as an agricultural center, many parts of the South have become industrial centers. The South is one of the fastest developing regions in the country. Coal deposits from the five Appalachian states—Virginia, West Virginia, Kentucky, Tennessee, and Alabama—are used for fuel and steel. More people work in the mining industry in the South than in any other region. Birmingham, Alabama, is called the *Pittsburgh of the South*. Steel mills in this city rival many northern mills.

Other industries in the South include textile mills, where clothing and carpeting are made. Lumber and paper mills turn timber from nearby forests into consumer goods. Food processing plants package foods for sale. Many industries have developed along the fall line. The falling water powers industries in these and nearby cities with hydroelectricity.



Cotton Is Grown among the Flowers of the Colonial Estate Garden on the 300-Year Old, World-Famous Magnolia Plantation in South Carolina.

Not very long ago the South was a rural region. Most of the people lived in farm communities. Today nearly two of every three people live in a city or suburb. Atlanta, Georgia, has become the major city in the South. It is a transportation center for air, rail, and highway travel. It is also the major banking center for the region.

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The Western States

The Western states are made up of two smaller regions: the Rocky Mountain states and the Pacific states. The economy of all the Western states is influenced by water. The Rocky Mountain states have a scarcity of water. To their west are the Pacific states. They lie along the Pacific Ocean. The ocean provides fishing and many ports for importing and exporting goods. Alaska in the far northwest and Hawaii in the Pacific Ocean are also grouped in the Western states.

Oil and natural gas deposits have become an important part of the economy in the West. Both energy sources have been found in California, New Mexico, Wyoming, Colorado, Montana, and Alaska. Deposits of uranium, used to power nuclear power plants, are also mined in the Western states.

The Rocky Mountain States. The "rush" to the Rocky Mountain states began in 1848. People went to Nevada, Colorado, Montana, and even Alaska after gold and silver were discovered. Small towns sprung up throughout this region. After the mines were stripped of gold and silver, the nearby towns became "ghost towns." People left these towns, leaving only the wooden buildings. Today, this region's economy still includes mining. Gold, silver, copper, coal, and iron ore are just a few of the minerals mined.

***Above:* A Historic Mining Building—the A.J. Mine Gold Rush *Below:* A Statue Dedicated to the Miners in Juneau, Alaska**

Because of the lack of water, much of the land in these states is used to graze cattle and sheep. Livestock takes less water to raise than crops. This region does have some farms, however. They are located along waterways or are irrigated, and grow hay, wheat, cotton, and potatoes. (The most popular potato in the country is the Idaho potato.)

Visitors who drive through this region today are often struck by how few people live there. In the past, the lack of water has worked against large cities developing. Two of the larger cities are Phoenix, Arizona, and Denver, Colorado. Phoenix is one of the many warm-weather cities that people have relocated to. Many of the residents of Denver work for one of the many federal government agencies, including the mint.

The Pacific States. People began moving to the West 150 years ago in search of gold and land. The move west still continues today. The Pacific states make up the fastest growing region in the country.

Most of the growth is occurring in California. Airplane and ship manufacturing, petroleum processing, automobile plants, and the entertainment industry are just a few of the fast-growing industries in this region. The recent surge in the development and sales of computers and other electronic equipment has turned the area around the city of San Jose, California, into an industrial center. This area is often called the *Silicon Valley*. It is named after the silicon chip used in electronic products.

Silicon Graphics, Inc., the Leading Company in Computer Graphics, Designs Its Bicycle Racks to Look Like Their Computers.

Industry and large cities have developed mainly around the many ports on the Pacific Coast. The largest city is Los Angeles, with more than seven million people. California has a megalopolis of 15 million people along its Pacific coast. It stretches from Santa Barbara in the north to the Mexican border in the south. The huge population has created many problems for California. Crowded cities and pollution are just two of these problems. The state also has twice as many automobiles on its roads as any other state.

Other large Pacific cities include San Jose and San Francisco in California, Seattle, Washington, and Portland, Oregon.

Chandelier Tree

California's Redwood "Chandelier Tree" in Leggett, California, is Taller than 30 Stories.

Timber from the vast forests in this region are shipped all over the world. Millions of acres of fir, spruce, pine, and cedar grow in these states. California's redwood tree is the largest tree in the world. Some redwoods are large enough to drive a car through. One-half of all the timber used in this country comes from the Pacific states.

Farming is also important to the Pacific states. California, for example, grows more fruit and vegetables than any other state. Washington and Oregon grow wheat, beans, corn, cherries, and apples, and raise cattle.

A Sea Cove in Koko Head Park in Hanauma Bay, Hawaii

Hawaii, with its beautiful beaches and mild climate, draws many tourists. Alaska, quite the opposite in climate from Hawaii, depends on large oil deposits and fishing for its income.

A Closer Look: Canada

Atlantic Provinces: Nova Scotia, Prince Edward, New Brunswick, and Newfoundland

The Atlantic provinces, in the northeast corner of Canada, have long depended on fishing for their economy. Recently, the government has begun restricting fish catches to prevent over-fishing. Over-fishing takes too many fish from the ocean and does not leave enough fish to reproduce.

Newfoundland's Early Native and European Viking Trail—an Archaeological Site

The mining of coal, copper, and even uranium is also important to the economy of this region. The Appalachian Mountains extend into this region and provide forests of hardwood and evergreen trees for the timber industry.

Most of the people in this region live near the coast in small cities and towns. Halifax, however, is an important port city, especially in winter. It is the only harbor open throughout the winter when the St. Lawrence River freezes and cuts off shipping to Montreal and Toronto.

Quebec and Ontario: Canada's Political and Economic Centers

Quebec and Ontario are the political and economic centers of Canada. More than half of Canada's population live in these two provinces. Montreal, in Quebec, is the country's largest city, with more than a million people and three million people in its metropolitan area. Toronto, in Ontario, also has three million people in its metropolitan area.

The Great Lakes and St. Lawrence River have helped make these two cities industrial centers. Hydroelectric power from the river provides some of the energy to power factories in these provinces. Like all the provinces in Canada, minerals are abundant. Copper, nickel, and gold are just a few of the minerals mined here.

The Prairie Provinces: Manitoba, Saskatchewan, and Alberta

About 80 percent of all the land farmed in Canada is found in the Prairie provinces. These provinces have gone from a depressed economy to a thriving economy. Their plentiful wheat crops are exported around the world. These provinces also have large ranches where herds of cattle graze.

The City of Winnipeg

The recent discovery of oil and natural gas deposits also helped boost the economies of the Prairie provinces. Factories have sprung up throughout the provinces to take advantage of the energy resources. Canadians have begun to move into the Prairie provinces to work in these new jobs. However, none of its cities is large. Winnipeg, in Manitoba, and Edmonton, in Alberta, have about half a million people.

British Columbia: Successful Economy in an Isolated Land

British Columbia is a rugged land. Its two mountain ranges and narrow valley could have made it difficult for the people to develop a productive economy. Such is not the case in British Columbia. Forest industry, fishing, agriculture, and mining make this province wealthier than many of the other provinces in Canada.

British Columbia's North Shore Mountains

Vancouver, British Columbia, is one of the larger cities (population 1.6 million) in Canada. It is located in the southwestern corner and is the busiest port on the western coast of Northern America. Victoria, on Vancouver Island, is the capital of British Columbia and is famous for its colorful flowers.

The Yukon Territories and Northwest Territories: Inhospitable Lands

This vast and harsh area of land has practically no population. Recently found deposits of valuable minerals are drawing workers and industries to these territories. Most of the people in these territories are the Native Peoples.

The Rocky Dunes of the Northwest Territory

A Valley in the Continental Divide—the Cassian Mountains

Record

True or False

Write **true** *if the statement is correct. Write* **false** *if the statement is* not *correct.*

__________ 1. The coastlines in the New England states are rocky.

__________ 2. Large farms are impractical in New England because the land is smooth and not rocky.

__________ 3. Many people in the Middle Atlantic states—including New York, Pennsylvania, Delaware, New Jersey, and Maryland—work in manufacturing.

__________ 4. A huge urban strip that connects many large cities is called a *metropolitan area.*

__________ 5. The North Central states are made up of the Great Lakes states and the Plains states; the North Central states are also called the *heartland.*

__________ 6. Important waterways in the Great Lakes states include four Great Lakes, the Ohio River, and the Mississippi River; these waterways are used for shipping.

__________ 7. Chicago is the most populated state in the Great Lakes region.

__________ 8. The productive farmland in the Plains states has given this area the nickname of the *American Breadbasket.*

__________ 9. Most of the farms in the Plains states are very small and average about five acres.

__________ 10. Large plantations in the South once grew tobacco and cotton; raising the same crop year after year left the soil infertile.

__________ 11. Tourism is no longer very important to the economy of Florida.

__________ 12. The major city in the South today is Macon, Georgia.

__________ 13. People once "rushed" to the Rocky Mountain states in search of gold and silver; when the mines were stripped and people left, many of the towns became "ghost towns."

__________ 14. The Pacific states are the fastest growing region in the United States.

__________ 15. The Silicon Valley is named for the silicon rubber, which is used to make most of the tires in this country.

__________ 16. The Canadian government has found that the waters off the coast of the Atlantic provinces have been *underfished*; therefore, the government has begun encouraging more people to fish these waters.

__________ 17. Montreal and Toronto are the two largest cities in Canada.

__________ 18. Vancouver, British Columbia, is the busiest port on the western coast of North America.

__________ 19. Most of the people in the Yukon and Northwest Territories are Native Peoples.

__________ 20. Productive farming and the discovery of oil and natural gas have made the Prairie provinces the most populated region in Canada.

Read

Special Focus: The People of the United States

At the end of the American Revolution in 1783, there were four million people in the United States of America. Today, more than 200 years later, Americans number more than 250 million. The United States has grown from a small and new nation to the fourth most populated nation in the world.

Where have all of these Americans come from and where in this vast country do they live? What is the ancestry or identity of the American population? The answers to these questions and many others make up the history of the people of the United States.

Vocabulary

- **racism**
- **reservations**
- **suburbs**
- **urbanization**

Immigration: People Leave Their Native Land for the United States

Many of the original four million Americans came from England. Some were descendants of the original colonists. Over the next 200 years, immigrants from all over the world would come to the United States.

Western and Northern Europeans. The largest number of immigrants came from Europe. They crossed the Atlantic Ocean and came to settle along the eastern coast. The first Europeans came from Western and Northern Europe. Their native countries were England, Scotland, Ireland, Germany, and France in Western Europe; and Holland, Sweden, Norway, and Finland in Northern Europe.

Today about 45 percent of the American population are descendants of Western and Northern Europeans. They form what is known as the *dominant culture.* They have had the greatest influence on cultural and political life in America. Many elected and appointed officials are descendants of Western and Northern Europeans.

Southern and Eastern Europeans. The Industrial Revolution occurred in the United States between 1860 and 1900. Thousands of factory jobs opened. To fill these new jobs, factory owners and the government encouraged Southern and Eastern Europeans to come to the United States. By 1920, 30 million people from Italy, Russia, Austria-Hungary, and the Balkan Peninsula had immigrated to find work in this country.

Most Southern and Eastern Europeans settled where the factories were, in the cities of the Northeast and the Great Lakes region. Today, descendants of these immigrants make up about 35 percent of the population.

African Americans. People with dark skin from Africa have been called *Africans*, *Negroes*, and *Blacks* throughout their history in North America. Today many people with African ancestry prefer to be called *African Americans*.

African Natives Worship the Sun

Africans were originally brought to this country in the 1600s. They were forced to work as slaves on the farms and plantations along the eastern coast. Many African Americans left the South after slavery was abolished at the end of the Civil War in 1865. They moved to the cities in the Northeast and Great Lakes region to work in factories.

For the hundred years following the end of slavery, they were treated as second-class citizens. Not until 1954 did the Supreme Court force all public schools to admit African Americans. Until then, in many school districts African Americans had to attend separate and often inferior schools.

The Civil Rights Act of 1964 ended the legal practice of segregating, or separating, African Americans from other Americans on buses, in restaurants, and any other public or private place. In 1965 Congress passed the Voting Rights Act, which guaranteed the right of all Americans to vote.

Passing laws, however, cannot end **racism**. *Racism* is the practice of treating people of other colors, nationalities, or religions as less than equal members of society. African Americans and many other minority groups in the United States still face racism. Any time a person is denied a job or a promotion, or is denied the purchase or rental of a house, because of his or her color, religion, or nationality, racism is being practiced.

Today African Americans make up about 12 percent of the total population. Most African Americans live in the Northeast, Great Lakes region, and the South. Today African Americans make up the largest minority group, but by the year 2005, Hipanics are expected to surpass African Americans as the largest minority group in the United States. The U.S.'s Asian population is also growing.

Hispanics. Hispanics are people of Spanish descent. Most Hispanics in the United States trace their ancestry to Mexico, Puerto Rico, or Cuba. Hispanics from Mexico tend to live in Arizona, California, Colorado, New Mexico, and Texas. Many Hispanics with roots in Puerto Rico live in New York City. Most Hispanics in Florida are from Cuba or are descendants of Cubans.

In Hispanic areas of the United States, people often speak both Spanish and English. Hispanics make up about seven percent of the population. Like African Americans, Hispanics have always faced racism in America.

Asians. The term *Asians* describes those people from the continent of Asia. Most Asians in this country have come from China, Japan, the Philippines, Vietnam, and the Korean Peninsula. The Chinese were the first Asians to immigrate. Many Chinese helped build the transcontinental railroad.

After the Vietnam War, many Vietnamese came to the United States. Most Asians in America live along the Pacific coast and in Hawaii. Asians make up about two percent of the population.

Native Peoples. *Indians*, as Columbus called the original settlers of the western hemisphere, were forced onto **reservations** in the late 1800s. Reservations are areas of land the government forced Indians to live on. Today, descendants of these Native Peoples make up less than one percent of the total population. Many Native Peoples have kept their cultures alive and some are fighting to regain some of the land taken from them.

Urbanization: The Move to the City

During the 18th and 19th centuries, most Americans lived and worked on farms. Growing food was the major business of Americans. By the beginning of the 20th century, the Industrial Revolution had changed the work and address of many Americans. Only one person in 40 now lives on a farm. Most have moved to towns or cities.

The move from rural areas to the city is called ***urbanization***. The word *urban* comes from the Latin *urbanus*, which means "city." The city offered Americans jobs. During most of the 20th century, the number of jobs in factories, offices, and stores continued to grow.

The cities also offered museums, libraries, and theaters, as well as schools, colleges, and hospitals. The pace of life was fast, and city life was advertised as the life of the future.

Cities also had and have their problems. Putting so many people in so small an area often threatens the quality of life. Automobiles and industry produce pollution. Large developments of cheap housing for workers or the unemployed often become ghettos. Cities tend to have higher rates of crime than rural areas. And city residents must pay higher taxes to pay for infrastructure and social services: police, fire fighters, roads, bridges, water and sewer systems, to name a few.

The problems with city life prompted many people to move. During the 1940s people began moving to **suburbs**, mostly residential areas built beyond a larger city's borders. Many people lived in suburbs and worked in cities. By 1970, more people lived in suburbs than inside the cities.

Standard of Living. Today, Americans enjoy one of the highest standards of living in the world. The average per capita income is about $11,500. There is one passenger car for every 1.9 Americans. Ninety-nine percent of Americans above the age of 15 can read and write. Americans own more radios, televisions, automobiles, telephones, and labor-saving machines than any other nation in the world.

Americans also enjoy healthy and available food, and world-renowned medical care. The average American can plan on living to be 73 years of age. No other country has had as high a standard of living throughout the second half of the 20th century.

The "Other America." There is another American story, however. Thirty million Americans are considered poor. Many of these poor are children. They live in poor and often dangerous housing. They may not have enough money for food or rent. They will tend to be sicker and live shorter lives than other Americans. They will be hot in the summer, cold in the winter, and have broken plumbing.

Many poor adult Americans are unskilled workers or migrant farm workers. Some are unemployed or are elderly and live on small government checks. About one American in ten lives in the "Other America."

Record

Fill in the Blanks

Use the word list below to complete each statement. Write the correct word on each line.

rural
Racism
reservations
segregated
Spanish
immigrants
Southern
Europe
Eastern
England
urban
suburbs

1. Many of the original settlers of the United States came from ______________________ .

2. Most immigrants over the last 200 years have come from ______________________ .

3. Many immigrants from ______________________ and ______________________ Europe came to the United States to work in factories during the Industrial Revolution.

4. Public schools were ______________________ until the Supreme Court forced integration.

5. ______________________ is the practice of treating people as unequal members of society because of their skin color, nationality, or religion.

6. Hispanics are of ____________________ descent. In the United States many Hispanics have come from or have ancestors from Mexico, Puerto Rico, or Cuba.

7. Native People were forced to live on ____________________ in the late 1800s.

8. In the 18th and 19th centuries, most Americans lived in ____________________ areas. During the 20th century, people began to move to ____________________ areas for jobs and culture found in the cities.

9. During the 1940s, people began to move from the cities to the ____________________, which are residential areas beyond the borders of larger cities.

10. Most Americans are descendants of ____________________, who came to this country from a foreign country.

Recap

The United States and Canada make up most of North America. The many cultural and ethnic groups in these countries used the natural resources to create two of the most prosperous nations in the world.

The first people to live in North America were the ancestors of the Native Peoples. Europeans arrived in the early 1500s. Great Britain eventually claimed the land and began to build settlements in regions of present-day Canada and the United States. In 1776 the original 13 colonies began fighting Great Britain to gain their independence. After their victory in 1783, the newly-created United States stretched from the Atlantic Ocean to the Mississippi River. By 1853, the U.S. stretched to the Pacific Ocean. The British created Canada in 1867. In 1981, Canada cut all ties with Great Britain.

The U.S. and Canada developed democratic governments that protect their citizens' rights. These rights include the right to criticize their governments, have a fair trial, and practice their religion. These two nations have become the most peaceful and successful neighbors in modern history. Both nations have become powerful economic and political forces in the world. After World War II, the U.S. became a superpower, along with the U.S.S.R.

The U.S. and Canada share many topographical regions: the Appalachian Highlands (in the east), the Interior Plains (the *breadbasket* of North America), the Rocky Mountains (running from Canada to Texas and New Mexico), the Intermountain Plateaus and Basins (west of the Rockies), the Coastal Ranges (or mountains running along the Pacific Ocean), and the Canadian Shield (which has been swept by glaciers).

Two topographical regions are not a part of Canada. The Coastal Plains, which include Florida, and the most western states, Alaska and Hawaii, are contained fully in the U.S.

The economic and political success of these two nations is partly dependent on lakes and waterways. The Great Lakes provide vast amounts of fresh water. Rivers connect lakes and cities with one another, and help create a large and efficient water transport system.

Climate is one thing Canada and the U.S. do not share. Most of Canada has a cold climate. It is in the high latitudes and has a northern border on the frigid Arctic Ocean.

The U.S. is farther south, in the middle latitudes. Its climates range from humid continental, with cold to moderate winters, to the humid subtropical of southeastern U.S. and Florida.

Because these two nations share many topographical regions and have similar natural resources, their economies also have many similarities. Farming, mining, industry, and even entertainment can look nearly identical on both sides of the U.S.-Canadian border. Both economies have become *post-industrial*. More people now make their living in service and information jobs than by working in factories and on farms.

During the 20th century, people began moving in great numbers from rural areas to cities. By the 1970s, the majority of people had moved from cities to *suburbs*—mostly residential areas built beyond the borders of larger cities.

These successful economies have produced two of the highest standards of living in the world. However, there are also many millions of people who do not live adequately. They are poor: They live in dangerous housing; they cannot afford food or rent; they are sicker and live shorter lives than other people.

Reflect

Completion

Read the key statements below. Write three sentences that prove, explain, or illustrate each sentence. Use **Read** *and other sources, if needed.*

A. Some of the more important resources Americans have used to achieve prosperity are the country's lakes, rivers, and oceans; these waterways have been used in different ways.

1. ____

2. ____

3. ____

B. The economy of Florida is closely tied to its warm weather and coastline.

1. ____

2. ____

3. ____

C. The location and work of the population of the U.S. have gone through three distinct shifts.

1. ____

2. ____

3. ____

Review

Identification

Write the vocabulary term for each definition below.

____________________ 1. area with lots of sunshine and mild winters; includes Florida, Texas, Arizona, and southern California

____________________ 2. spanning or crossing a continent

____________________ 3. indicates English origins; Canada and the United States are sometimes referred to as *Anglo America* because many of the European settlers came from England

____________________ 4. an economy in which many people make a living in service, information, or high-tech jobs

____________________ 5. a division of a country; Canada is divided into these units

____________________ 6. a form of political organization with a central authority and a number of smaller political units

____________________ 7. an area that includes a larger city plus the surrounding suburbs

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Unit 4

“Amazonian way of traveling” (image) at http://guarani.cos.ufrj.br.8000/Rio/IMAGES/amazonia.gif, n.d.
“Caracol waterfall” (image) at http://guarani.cos.ufrg.br:8000/Rio/IMAGES/CARACOL.gif, n.d.
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“Malaysia highlands” (image) at http://gladstone.uoregon.edu/~loke/highland.gif, n.d.
“Malaysia local fruit” (image) at http://gladstone.uoregon.edu/~loke/localfruit.gif, n.d.
“Malaysia rice fields” (images) at http://gladstone.uoregon.edu/~loke/padi.gif, n.d.
“China Mount Everest” (image) at http://uwww.cnd.org/scenery/Nature/Everest.jpg, n.d.

"China Himalayas" (image) at http://uwww.cnd.org/scenery/Nature/Himalaya.jpg, n.d.
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"India Bombay monsoon" (image) at http://www.bchs.uh.edu/~mdoshi/Bombay//bomgif/monl.gif, n.d. copyright.
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"Russian Kremlin/Cannon" (image) at http://www.hyperiou.cous/~koreth/russia/ Kremlin/cannon.jpg, n.d.
"Russia-Moscow/Metro subway and Stalin" (image) at http://russia/moscow/metro-hallway.jpg, n.d.
"Russia-birch forest artists' village" (image) at http://russia/arkh/arkh-hill.jpg, n.d.
"Russia-Petersburg/ apt." (image) at http://russia/peter/apartments.jpg, n.d.
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